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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 47 titles deal with a variety of topics, including the following: a programed tutoring project in which older students tutored first grade students; oral reading miscues made by children in high, medium, and low reading groups; the effect of play therapy and reading enrichment clubs upon self-concept; the effects of group versus individual tutoring on the achievement of word recognition skills; classroom verbal interaction, teachers' perceptions of students' self-concept and autonomy, and reading group placement; the validity of the "rule of thumb"; specification and validation of reading skills hierarchies; a comparison of teaching techniques employing intrinsic or extrinsic motivation toward reading and either individual or group contingencies of reinforcement; effects of teacher responses to pupil miscues on pupil strategies of decoding and comprehending; articulation therapy and progress in reading; a present and historical analysis of basal reading series; three approaches to teaching oral reading; the effects of perceptual and Piagetian cognitive training on reading achievement; the cloze technique and reading vocabulary and comprehension; a supplementary newspaper-based primary reading program; differential language use by teachers interacting with high and low reading groups; elementary school reading specialists; the beginning reading process; and cross-age tutoring. (FL)

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A STUDY TO DETERMINE THE EFFECT OF A STUDENT PROGRAMMED TUTORING PROJECT IN FIRST GRADE READING Order No. 7926227

AGRIS, Myrna Skobel, Ed.D. University of Pennsylvania, 1979. 120pp. Supervisor: Dr. Morton Botel

The purpose of this study was to determine the effect of the Student Programmed Tutoring Project as a supplement to first-grade classroom reading instruction in a large-city school district in southwestern United States. The PT project was implemented as an economical effort to reduce the number of students failing to learn to read in first grade.

A randomized-blocks design was employed to determine whether PT effected a significant gain for first-grade tutees or fifth- and sixth-grade tutors on a standardized achievement test, the ITBS.

The first-grade students scoring in the lowest four stanines on the MRT were blocked in pairs from the lowest to the highest raw scores. Within each pair, assignment to the tutored group or control group was decided by flipping a coin. Fifth- and sixth-grade students who read at third-grade level or higher, as measured by the ITBS, were recommended by their teachers. They were rank-ordered from lowest to highest and assigned to blocked pairs in a manner similar to that of the first-graders.

Seven schools were randomly chosen to be research schools. One school was later dropped because its officers did not follow the selection guidelines. The author randomly chose two research schools and two non-research schools and observed the PT program one time each week from October through April. Anthropological observations were recorded and reported.

First-grade tutored pupils did not have significantly higher mean scores on the reading subtests of the ITBS than a randomly-chosen equivalent control group. The mathematics subtest scores on the ITBS were not significantly higher for the tutored pupils or control. Therefore, one conclusion of the study is that the tutoring program did not influence the reading or mathematics subtest scores of the tutees on the ITBS.

Fifth- and sixth-grade tutors did not have significantly higher mean scores on the reading subtests of the ITBS than the randomly-chosen equivalent control group. The mathematics subtest scores on the ITBS showed no significant difference between tutors and control group. If gain on the ITBS is the criterion of success of the program, these statistical results raise the question of whether the PT program is worth the reading counselor, reading aide, and pupil time expenditure.

The process observations led to several qualitative conclusions. There were several indications that self-concept of the tutee and tutor were enhanced in many participants of the program. However, many tutors became bored with the program after several months. Some may have become frustrated by lack of support by several sixth-grade teachers.

Counselors and principals and first-grade teachers indicated their impression that the program had raised self-concept and achievement. They wanted continuation of the program. Sixth-grade teachers formally indicated that they wanted the program to continue, but informally indicated that they questioned its value academically. Perhaps there is a tendency to favorably evaluate a program being stressed by the district.

The SWSD administration had divided opinions on the value of the PT program. The reading-language arts department recommended continuation of the program due to its value for increasing student self-concept and its popularity among teachers, administrators, and parents. The measurement and evaluation department recommended discontinuing the program due to the lack of statistical evidence supporting academic improvement of tutees and tutors.

Unexpectedly, the PT program appeared to increase parent interest in school. The tutee's parents responded to questionnaires and attended more conferences than control group parents.

The study appeared to indicate that the implementation of any program can vary considerably with the personality of each individual implementor. Whether a school or group is part of a study also changes features of a program. These factors might be areas of further study.

THE EFFECTS ON READING COMPREHENSION OF QUESTIONS TO AID STUDENTS IN FOCUSING ATTENTION ON UNDERLYING CONCEPTS WHILE ESTABLISHING PURPOSES FOR READING Order No. 7924040

APPLEGATE, Mary De Konty, Ed.D. Temple University, 1979. 95pp.

This study investigated the comprehension of good and poor fifth grade readers when they 1) had no purpose for reading; 2) had teacher-set purposes for reading geared to the literal content; 3) were involved in purpose setting geared to the literal content; and 4) were involved in higher order purpose setting through questions which enabled the students to focus attention on the underlying concepts pertinent to the reading materials.

Three null hypotheses were tested in this study. One hypothesis involved all possible contrasts of the four different purpose conditions for all readers, one involved only good readers and one involved only poor readers. A standardized reading test was utilized to identify good and poor readers and screening measures were utilized to control for word recognition and intelligence variables. An informal measure was developed for the experimental testing and consisted of four narrative and four content-type passages written at the third grade level. Each passage was accompanied by four factual and four inferential comprehension questions.

To insure that time spent between subject and examiner prior to reading did not act as a confounding variable, topics unrelated to the passage were used for discussion prior to reading when necessary. The presentation of story and the type of purpose were randomly ordered. When the child was asked to read for no purpose, discussion of unrelated topics preceded the instructions to read the story. For teacher-set purposes, again the discussion preceded the instruction to read the story for specific details. For student involvement geared to literal content, discussion focused on the child's background information about the content of the passage. Instructions were then given to read to determine if ideas within the passage supported or differed from his ideas. For higher order purposes the child was presented with a situation unlike that of the passage but with the same underlying idea or moral. The child was then instructed to read and find that idea in the passage. For all four purposes, the topics were introduced prior to silent reading.

The results of a 2 (reading ability) X 4 (type of purpose) analysis of variance with repeated measures on the second factor were insignificant for all hypotheses. Thus the three null hypotheses could not be rejected.

When the mean comprehension scores of good and poor readers were examined separately on narrative as opposed to content materials, some trends were apparent. The comprehension of good readers was highest both in content and narrative materials when they were asked to read for teacher-set purposes. If one considers the discrepancy between factual and inferential comprehension scores as indicative of the extent to which students have integrated the materials presented in the passage, higher order purposes enabled the good readers to achieve the least integration of ideas for narrative materials and the best integration of ideas for content materials.

When the mean comprehension scores of poor readers were examined, it was found that the comprehension scores were highest for all passages and for narrative passages alone when students read for higher order purposes. For content passages, the no purpose condition resulted in the highest scores. As was the case with good readers, reading for higher order purposes resulted in the greatest integration of factual and inferential ideas in the case of content materials.

As a result of these findings, it was concluded that good and poor readers differ in their comprehension of written materials as a function of the purpose they utilize and that students utilize purposes in different ways, dependent on the types of material they are required to read. In this study, involving only the testing and not the teaching of purposes, type of purpose for reading did not significantly affect comprehension scores for either good or poor readers.

A CROSS-LINGUISTIC INVESTIGATION OF THE ORAL LANGUAGE OF THIRD GRADE CHILDREN AND THE LANGUAGE OF THE BASAL READER: THE UNITED STATES AND JAPAN Order No. 7923088

ARTHUR, Linda Lillie, Ph.D. University of Georgia, 1979. 135pp. Supervisor: Bob W. Jerrolds

The present study was an investigation of the oral language of children and the language of the basal reader. Oral language samples were elicited from third grade children from the United States and Japan. In addition language samples were obtained from three third grade basal readers of each country. The corpora were examined on the basis of two criteria: 1) syntactic complexity, and 2) vocabulary features. The measures chosen to analyze the corpora in terms of syntactic complexity were the T-unit (Hunt, 1965) and the amount of subordination. The measure chosen to analyze the corpora in terms of vocabulary was the Type-Token Ratio (Loban, 1962). In Phase I the U.S. basals were first compared to each other and then to the Japanese basal readers. In Phase II the oral language for each country was compared to each other and then compared to the respective basal readers.

Several generalizations were made in regard to Phase I which was inclusive of the basal readers only. The Japanese basals were found to be more complex syntactically than the American basals. Also the Japanese basals were found to be more diverse vocabulary-wise than the American basals with one exception. For Phase II it was found that the American childrens' oral language was not significantly different from that of the Japanese children. As for the American basals, they were overall more complex syntactically than the childrens' language. The three American basals were more diverse than the childrens' language with one exception. As for the Japanese basals, they were more complex syntactically than the childrens' language. The Japanese basals were also more diverse than the childrens' language with one exception.

ORAL READING MISCUES MADE BY CHILDREN IN HIGH, MEDIUM, AND LOW READING GROUPS IN GRADES ONE THROUGH SIX Order No. 7924041

AUTERI, Violette T., Ed.D. Temple University, 1979. 141pp.

The purpose of this study was to determine if children in different reading groups generated more of one type of miscue than another, and if this pattern continued in consecutive grades. The justification was based upon the past studies of Goodman (1967, 1965) and Weber (1970), who found that beginning readers generated a certain type of error which was associated with the intended meaning of the author.

This study took place in Bucks County, Pennsylvania. A random sampling was obtained consisting of 180 children drawn from grades one through six, ten from each reading group, high, medium, and low. The Botel Reading Inventory was used to place children in a reading level and subsequently into reading groups. The oral passages of an Informal Reading Inventory (IRI) was used as the measure to generate miscues. The Reading Miscue Inventory (RMI) was used in abbreviated form to analyze and classify the oral reading errors of each child. The three variables studied were reading level, grade level, and three types of miscues. Data gathered were analyzed by means of a 3 (reading level) by 6 (grade level) by 3 (miscues) analysis of variance with repeated measures of the last factor. The children read the oral passages from the IRI and the examiner hand recorded and taped all readings. When the child reached frustration level, the examiner stopped testing. The data were classified by three trained judges into graphic, semantic, and/or syntactic categories. Two of the twelve hypotheses were supported. That is, in the medium reading group, graphic miscues decreased as grade level increased, and semantic miscues increased as grade level increased. The results indicated that children in all reading groups in all grades made more graphic miscues than semantic or syntactic.

A STUDY INVESTIGATING THE RELATIONSHIP BETWEEN CHILDREN'S SELF-CONCEPT AND READING ACHIEVEMENT: THE EFFECT OF PLAY THERAPY AND READING ENRICHMENT CLUBS UPON SELF-CONCEPT Order No. 7927287

AZAR, Marsha Singer, Ph.D. Northwestern University, 1979. 157pp.

This research has been designed with the aim of raising children's self-concepts and reading achievement. Forty subjects, grade two through grade five, from a middle- to upper-class suburban elementary school, were selected for this study. All forty children had been identified by teachers, pupil personnel supervisor, and reading achievement test scores as having poor self-concepts and low reading achievement levels.

The children were pretested with the Lipsitt Self-Concept Scale, the Gray Oral Reading Paragraphs Test, and the previous year's Stanford Achievement Test (SAT) was recorded. They were randomly assigned to either a control or experimental group. There were equal numbers of boys and girls assigned to each group, experimental and control. The experimental group received one fifty-minute session per week in a play therapy "club," and one fifty-minute session per week in a reading enrichment club. The play therapy club was conducted by a regularly licensed school counselor, and the reading enrichment club by a regular classroom teacher. The aim of the play therapy situation was to enable the children to get to know themselves, and like themselves more, by means of the counselor's empathetic responses to the individuals and the group, and to enable the children to learn to relate to each other, more successfully, within the framework of the play therapy situation. The aim of the reading enrichment clubs was to provide the children with a nonthreatening, nongraded situation, in which they experienced a club-like atmosphere, homogeneous grouping, and an opportunity to enhance reading skills through spontaneous and creative teaching.

The children participated in these "clubs" for a period of three months and were then retested on the aforementioned tests. The groups were called "clubs," in order to stimulate the development of a positive attachment to them within the shortest possible period of time.

The results of this study indicated there were great gains made on the part of the experimental group in their development of a more positive self-concept and in their reading achievement and interest levels. It was impossible to conclude that increased self-concept caused better reading skills and achievement to develop; however, it was proven that the two types of treatment, offered simultaneously, coincided with an increase in both the children's self-concept and their reading achievement levels. There were no significant differences between boys and girls in their reactions to the two treatments; play therapy and reading enrichment clubs.

It is the author's hope that more schools will invest the time and staff to try this program. Since a three-month treatment period showed positive effects in helping increase children's self-confidence, their view of themselves, their reading skills, and their interest in reading; it is hypothesized that these two forms of treatment, offered to children over a longer period of time, can only be more effective.

THE EFFECTS OF GROUP VERSUS INDIVIDUAL TUTORING ON THE ACHIEVEMENT OF WORD RECOGNITION SKILLS Order No. 7921741

BERNSTEIN, Carole Eisenberg, Ph.D. University of Miami, 1979. 178pp. Supervisor: Dr. Alma W. David

Purpose

The purpose of this study was to determine:

1. whether group tutoring is as effective as individual tutoring in the achievement of word recognition skills for
   a. first grade children
   b. second grade children
2. whether group tutoring is as effective as only teacher-directed instruction in the achievement of word recognition skills for
   a. first grade children
   b. second grade children.

Much research has been accumulated which indicates individual tutoring can increase reading achievement. However, none of the studies reviewed used college students to teach word recognition skills, both individually and in groups, to first and second grade children.

Procedure

A sample of 124 first grade students and 129 second grade students who scored between the 20-54 percentile on the Metropolitan Achievement Test was selected for inclusion in this study. The students were grouped by classroom and then randomly assigned to receive either group tutoring, individual tutoring, or regular classroom instruction in place of the supplementary tutoring sessions.

The group and individual diagnostically structured tutoring sessions were provided during the regular classroom reading period by college students enrolled in a reading methods course. Two days each week, each tutor worked with a group of four children for 45 minutes and an individual for 45 minutes, reversing the order on alternate days.

The tutors received four 75-minute training sessions prior to the onset of the tutoring program. The training program focused on: the scope and sequence of the phonics analysis area of the word recognition curriculum, the objectives covered on the diagnostic pretest, pre- and post-test administration, record keeping, understanding the underachiever, interpersonal relationships, the use of instructional materials, lesson plan development, word recognition teaching strategies, and tutor responsibilities.

After 23 sessions over a period of 11 1/2 weeks, the tutees were posttested with an alternate form of the pre-test. Results were analyzed using two separate one-by-two analyses of covariance.

Findings

Based on the analysis of data, the following findings were obtained ($\alpha = .05$):

1. Although there was no difference in word recognition achievement between second grade students tutored individually or in small groups, group tutoring was more effective than individual tutoring for the first grade students. When the tests of significance for both grade levels were combined through use of a chi square, group tutoring was more effective than individual tutoring.
2. Group tutoring was found to be more effective than classroom instruction in the achievement of word recognition skills for both first and second grade students.

Recommendations for Practice

The findings suggest that volunteers be used to tutor first and second grade students who need assistance in word recognition skills (those scoring between the 20-54 percentile on standardized achievement tests in this area) in groups of four instead of individually. For students who are tutored individually to receive comparable gains, four times the amount of time would need to be allotted as in the group tutoring situation. Volunteers can be utilized more efficiently by reaching larger numbers of children in the same amount of time, thereby maximizing the impact on reading achievement.

Recommendations for Further Research

Based on experience with this study it is recommended that:

1. More evaluative studies examine the content of tutorial tasks using objective assessments.
2. The techniques and materials used to train inexperienced volunteers be refined and expanded.
3. Due to the relatively short length of most tutoring programs, more discriminating measuring instruments be developed.
4. The effects of group and individual tutoring with preschool children and intermediate grade children be examined.
5. An examination of the effects of group and individual tutoring using tutees who are above the national norm be undertaken. If groups of high achievers can work with volunteers and obtain results similar to those obtained in the classroom, the teacher can be freed to devote more time working with underachievers.

CLASSROOM VERBAL INTERACTION, TEACHERS' PERCEPTIONS OF STUDENTS' SELF-CONCEPT AND AUTONOMY, AND READING GROUP PLACEMENT Order No. 7918816

BOLCHAZY, Marie Carducci, Ed.D. State University of New York at Albany, 1979. 152pp.

Studies on the effects of teacher expectancy suggest that teacher expectancy influences student achievement. The present study viewed teachers' perceptions of students' self-concept and autonomy as aspects of teacher expectancy. The focus of the study was on the verbal interaction patterns that take place between the teacher and individual students. The questions addressed were:

(a) What is the extent to which differences in teacher-student verbal interaction during reading instruction can be predicted from teachers' ratings of students' self-concept and autonomy?
(b) What is the value of teachers' ratings of students' self-concept and autonomy for predicting reading group placement?

Before addressing the above questions, it was necessary to address prerequisite questions relative to content and mode of instruction. Reading generally is taught in a group setting, which was the case in this study. It was possible that different reading groups were taught different content or were taught by different modes of instruction as functions of reading group placement or individual teaching style. Therefore, the present study was designed as a two-stage study. In Stage One of the present study, questions relative to content and mode of instruction were answered. In Stage Two, questions relative to classroom verbal interaction patterns were answered. Sears' (1951) theoretical framework for personality and social behavior was used.

The sample for Stage One consisted of the reading groups in three primary grade classes in a nearly all-black public school district, located about 20 miles from Chicago, Illinois. The Stage Two sample, a subset of the Stage One sample, consisted of the individual students in the reading groups selected on the basis of the findings at Stage One. The measure of reading achievement was an average of the scores on three of the Woodcock Reading Mastery Tests. The measures of teachers' perceptions of students' self-concept and autonomy were teachers' rankings of students on these psychological properties. Two observation systems were used. In Stage One, the system was the Teacher Observation Scale developed by Quirk, Trismen, Weinberg, and Nalin (1973) for analysis of content and mode of instruction during reading instruction. In Stage Two, the system was the Flanders Interaction Analysis Categories developed by Flanders (1967) for analysis of verbal behavior.

Multiple regression equations were computed to determine the value of self-concept and autonomy ratings for predicting scores on the Flanders scale and for predicting reading group placement. Teachers used more indirect methods of teaching with students ranked high on self-concept and autonomy and

used more direct methods of teaching with students ranked low on self-concept and autonomy. Criticism appeared to have a complex relationship with teachers' perceptions of students' self-concept and autonomy. For one teacher only, self-concept and autonomy ratings added significantly to the value of scores on the Woodcock Reading Mastery Tests for predicting reading group placement.

The findings of the present study lend some support to the hypothesis that the relationship of self-concept and autonomy to reading achievement may stem, at least in part, from the teacher-student verbal interaction patterns that take place in the classroom. The support for this hypothesis is provided by the findings of this study with regard to criticism and especially with regard to indirectness in teaching.

A STUDY OF THE VALIDITY OF THE "RULE OF THUMB"

Order No. 7919170

BORTIN, Theresa Rita, Ed.D. Arizona State University, 1979. 99pp.

The purpose of this study was to examine the concurrent validity of a student self-administered instrument called the "Rule of Thumb," an instrument which enables students to self-select reading materials at their own instructional reading levels. Concurrent validity was examined by comparing the results of the instrument with those of an established adult-administered test of instructional reading level, the Classroom Reading Inventory. The nature and the magnitude of the relationship were tested by use of Pearson product-moment correlational analysis. In addition, post hoc analyses were conducted on data not included in the hypothesis. The sample consisted of 35 randomly selected second-grade and 35 randomly selected fifth-grade students.

Two instructional reading levels for each child were obtained for the study. One was obtained through adult administration of the Classroom Reading Inventory. The second instructional reading level was obtained in a two-stage process. The first stage consisted of the student selecting a book from an unmarked basal series and using the "Rule of Thumb" criteria to identify a page which was at his or her own instructional reading level. The second stage consisted of the researcher assigning a readability level to each student-identified page by using the Fry readability graph.

The null hypothesis stated that there would be no significant relationship between instructional reading levels obtained through administration of the Classroom Reading Inventory and instructional reading levels obtained through the "Rule of Thumb." The hypothesis was rejected, indicating a significant, positive relationship.

The results of the post hoc analyses indicated that both sex and age influence the ability to select instructional level reading materials by using the "Rule of Thumb" criteria. Girls were more skilled than boys, and second-grade students were more skilled than fifth-grade students, with second-grade girls the most skilled of the four groups studies. Second-grade girls were more skilled than fifth-grade girls, fifth-grade girls were more skilled than second-grade boys, and second-grade boys were more skilled than fifth-grade boys in selecting instructional reading materials at appropriate levels of difficulty by using the "Rule of Thumb."

SPECIFICATION AND VALIDATION OF READING SKILLS HIERARCHIES

Order No. 7920822

BOURQUE, Mary Lyn M, Ed.D. University of Massachusetts, 1979. 134pp. Director: Ronald K. Hambleton

There is a growing concern among practitioners and academicians alike for the numbers of elementary and secondary school pupils who are unable to read and compute at the termination of their school experiences. This concern has sparked a growing interest in instructional and measurement systems research. One topic which is of particular interest is that of learning hierarchies in reading and language arts. Learning hierarchies have been the structure of basal programs as well as reading management systems for a number of years. However, one of the weak aspects of both is the lack of research which focuses on the specification and validation of such hierarchies.

The purpose of this study is to compare two empirical methodologies for establishing hierarchical relationships, viz., the Dayton and Macready model (1976), and the White and Clark procedure (1973), with an a priori hierarchy established by content area specialists.

Eight phonics skills and eight structural analysis skills were selected from the test battery, The Reading Skills Inventory: A Criterion-Referenced Assessment (Hambleton, 1975).

In order to establish an a priori hierarchy based on the judgment of experts in the field of reading a sample of 23 content specialists was asked to respond to a pair-wise comparison task. Each respondent examined 56 pairs of objectives resulting from two 8-objective clusters: one cluster of phonics skills, and a second of structural analysis skills. The resulting hierarchies were then compared to those produced using empirical data based on the administration of four criterion-referenced test levels to approximately 14,000 elementary school children in an urban setting.

Initially the Dayton and Macready model for specifying a hierarchy utilizing a maximum likelihood solution was applied. Secondly, the White and Clark procedure, a pair-wise comparison method having a "test of inclusion" significance test, was applied. This procedure can accommodate multi-item data-sets for each objective in the hierarchy, and, as a result, can estimate the probability of a randomly selected examinee having answered zero, on one or more items correctly for any objective-pair.

Hierarchy specification by content experts revealed an overwhelming lack of agreement among reading specialists on the hierarchical relationships among reading skills and objectives. In part, this is due to the lack of clarity and preciseness of articulating reading objectives in behavioral terms.

Specification of the hierarchies based on empirical data via either probabilistic model produced more stable results. Several critical problems were identified in using both models, and solutions are proposed.

The results of the study indicate that it is quite possible to specify and validate hierarchical relationships. First, validated hierarchical patterns among reading skills should result in improved instructional sequences. If prior acquisition of certain skills is necessary to the posterior acquisition of alternate skills then proper curriculum sequencing becomes critical in the instructional design process. Secondly, validated hierarchies should allow for more efficient and effective diagnosis and prescription. This is particularly important when the practitioner in reading is faced with the problems of remediation. Finally, hierarchical relationships among instructional objectives should foster the development of tailored testing programs as well as improve more formative pupil evaluation procedures.

INTRINSIC VERSUS EXTRINSIC MOTIVATION TOWARD READING IN THIRD GRADE STUDENTS WITH A COMPARISON OF INDIVIDUAL AND GROUP CONTINGENCIES

Order No. 7926721

BOWEN, Charles Elbert, Jr., Ph.D. The Florida State University, 1979. 193pp. Major Professor: Dr. Charles H. Madsen, Jr.

Techniques of teaching reading skills to third grade students were compared, and the effects of these techniques on students' intrinsic motivation toward reading were investigated. Students were divided into high and low groups on the basis of reading ability and were assigned randomly to one of five experimental conditions. Conditions reflected teaching techniques which employed either intrinsic or extrinsic motivation and either individual or group contingencies of reinforcement.

Pre and posttest scores of reading skill and intrinsic motivation toward reading indicated that teaching techniques employing extrinsic motivation and an individual contingency of reinforcement were most effective with students in the low reading groups. Students in high reading groups progressed regardless of teaching technique, although there was a slight advantage for students in groups employing intrinsic motivation techniques and groups operating on an individual contingency.

EFFECTS OF TEACHER RESPONSES TO PUPIL MISCUES ON PUPIL STRATEGIES OF DECODING AND COMPREHENDING Order No. 7916885

BRADY, Mary Ella, Ph.D. Indiana University, 1979. 214pp.
Chairperson: Dr. Carolyn Burke

Statement of the Problem

The problem investigated was the effect of four specific kinds of teacher responses to pupil miscues, or prompts, on decoding strategies and comprehension in normal and disabled readers. It was hypothesized that the specific pupil decoding strategies used and pupil comprehension would be predictable from the teacher prompt to which pupils were exposed.

Sources of Data

The 47 subjects were from two schools, with one-half of the subjects being second graders and one-half, disabled readers in grades three through six. The mean reading level of the normal second grade readers in each school was at their expected level, 2.6 in grade equivalents, with the mean for disabled readers being identical. Disabled readers had been classified by the school district as learning disabled and most had IQ's falling in the slow learner category (60 to 85). The IQ of second graders was assumed to be normal.

Methods

Pupils within the two schools were randomly assigned to treatments within each group of readers. Eighteen 30 minute experimental lessons were conducted by the experimenter in small group situations, with all pupils in each group receiving the same prompt. Pupils orally read textual materials above their instructional level and, when miscues that changed the intended meaning of the text occurred, were assisted according to the assigned treatment. Pupils in each group read from the same instructional materials. The four treatments were Telling, Sounding Out, Context, and Nothing (i.e., no prompts were given). The two reading levels were normal and disabled.

The 21 dependent variables were of the following categories: comprehension after silent reading and after oral reading with prompting; and decoding strategies (miscue types, self-corrections, error rate, and graphic similarity), with and without prompting. After the last experimental lesson, three posttest passages were administered to measure the dependent variables: a modified cloze test, a passage read orally by pupils without interruptions, and a passage read orally with treatments administered.

Three experimental lessons and the posttest passage with prompting were coded using the Oral Reading Observation System. These data revealed that treatments were administered as intended.

Two-way ANOVAs were used to analyze the data, with data from each school being analyzed separately. Alpha was set at .10 in order to increase power.

Major Findings

The results for two significant variables replicated across schools: (1) disabled readers had significantly higher comprehension after oral reading than normal readers and (2) pupils receiving the Sounding Out treatment had significantly more Sound/Nonsense miscues than pupils in the other groups. The results for 11 dependent variables were nonsignificant at both schools, with results for the remaining 8 variables not replicating.

Conclusions

Because most significant results were found in the main effect of reading level, the prompts to which pupils were exposed did not influence pupil comprehension and decoding strategies as much as reading level. The length of the current experiment appeared to be too short for prompting to influence pupil behaviors.

THE ASSOCIATION OF LOCUS OF CONTROL WITH READING ACHIEVEMENT OF CHILDREN UNDER DIFFERENT INSTRUCTIONAL METHODS/MATERIALS Order No. 7920051

CORBOY, Margaret Riedell, Ph.D. University of South Carolina, 1979. 180pp.

The present study was designed to investigate the matching of specific instructional methods/materials of varying structure to a student according to a personological variable, locus of control. Student reading performance was the dependent variable. The independent variables were locus of control and the degree of structure incorporated in the instructional methods/materials. These variables were examined through analysis of variance in order to answer the following question. What specific instructional methods/materials enhance the reading achievement of certain types of students, differentiated according to locus of control?

The sample consisted of 204 sixth graders at High Hills Middle School, Sumter, South Carolina. Students were stratified according to locus of control and academic achievement and systematically assigned to one of the four treatments. Each student was directed to read a passage and answer comprehension questions pertaining to his reading. The passage and questions were uniform across the treatments. The treatments differed according to the degree of structure incorporated within the methods/materials. Reading performance was measured by a 25 item multiple choice scale designed for use in this study. Revised forms of the Intellectual Achievement Responsibility Questionnaire and the children's Nowicki-Strickland Locus of Control Scale were used to assess locus of control in a school and general life situation. The instruments used in assessing both reading performance and locus of control were subjected to examination in previous pilot studies.

Results of the analysis of variance failed to support evidence of aptitude-treatment interaction. When main effect was examined, student reading performance did not differ significantly across treatment or locus of control. However, statistical significance was detected in a further examination of the data. In order to simulate a classroom environment, the students within the treatments were divided into three administration groups within each treatment. The differences in reading performance between the groups nested within the treatments were statistically significant at the .0001 level. This suggested influence of factors not controlled by the original design of this study.

Further research is needed to determine if students can be matched to specific instructional methods/materials of varying structure according to locus of control.

A COMPARATIVE STUDY OF THREE METHODS OF PRACTICING READING TO EFFECT REDUCTION IN ERRORS IN ORAL READING OF SECOND AND THIRD GRADERS
Order No. 7922276

COX, Ruth Matz, D.Ed. The Pennsylvania State University, 1979. 130pp. Adviser: Robert L. Shrigley

This study attempted to determine whether practice in rereading improves reading accuracy, as measured by oral reading tests. If, in fact, it does, which of three methods (unison, oral, or silent) will be most effective for second and third graders?

Forty-four second graders and 36 third graders in the Denver Elementary School, Denver, Pennsylvania, comprising the sample for the study, were randomly assigned to one of three treatment groups. The unison treatment group read in unison with the teacher while the silent group read silently at their seats and the oral group read orally to each other.

The pretest included sections of the Gilmore Oral Reading Test and a measure especially designed for this study, which were administered by the investigator.

Prior to the administration of the pretest, teachers were in-serviced with the procedures for implementing the study in their classrooms. The investigator had weekly consultations with the teachers in order to insure uniform implementation.

Following 30 five-minute treatment sessions, students were posttested with an instrument identical to that used for pretesting and administered in like manner.

Pretest and posttest scores for each of the eight oral reading error categories, as well as the total number of errors across categories, were subjected to tests of analysis of variance on repeated measures (ANOVR) with grade, class, treatment, reading level, and repeated testing being the factors to be analyzed.

Supplemental data were also provided for test material differences using the Pearson Product-Moment Correlation and for sex differences using a one-way analysis of variance.

On the posttest, the silent and unison groups did not differ significantly from each other, but did show a significantly greater amount of improvement than did the oral group. Third graders had slightly more recorded errors than did second graders. While there was a significant difference between recorded errors for each classroom, there was no significant difference between sexes. Students in higher reading levels had fewer recorded errors than students in lower reading levels with all students having a significant decrease in recorded errors from pretest to posttest. There was a significantly high correlation from pretest and posttest total errors on practiced and non-practiced testing materials.

The following conclusions were reached:

1. The practicing of reading improved the oral reading accuracy of all students.
2. Unison and silent reading approaches were more effective than oral reading.
3. Second and third graders appeared equally successful with the three methods.
4. The reduction of reading errors differed from classroom to classroom.
5. Boys and girls appeared equally successful with the three methods of practicing reading.
6. The lower the initial reading level of the student, the greater the improvement from pretest to posttest.
7. The accuracy scores on an oral reading test with practiced and non-practiced material were similar.
8. The lower reading level responded best to the unison reading approach while the upper reading level responded best to the silent reading approach.

It may be implied from the results that practice in rereading of instructional material improves reading accuracy. The amount of teacher attention and the stage of the student's reading development need to be considered when selecting a reading technique since some methods work better than others for certain reading levels. Although oral reading accuracy may not improve as the child moves from second to third grade, the higher the reading level within the grade, the more improved the oral reading accuracy. Standardized or informed oral reading tests can be equally accurate in assessment.

REFERENCE

Gilmore, J. V., and Gilmore, E. C. Gilmore Oral Reading Test. New York: Harcourt, Brace Jovanovich, Inc., 1968.

THE EFFECTS ON READING ACHIEVEMENT OF STUDENTS ENGAGED IN CREATIVE WRITING AND STUDENTS ENGAGED IN SUSTAINED SILENT READING AND CREATIVE WRITING
Order No. 7918449

DE LA ROSA, Mavis Curnutt, Ed.D. East Texas State University, 1979. 119pp. Adviser: Bill Bryant

Purpose of the Study: The purpose of this study was to examine the effects of creative writing and sustained silent reading with creative writing on reading achievement at the intermediate reading level. The study investigated the question of whether extensive creative writing experience would result in statistically significant reading achievement gains.

Procedure: Two reading classes in a school district with a school population of 1,162 were used for the study. The experimental group of twenty-one students engaged in thirty-minute creative writing sessions three times a week. The control group of twenty students participated in thirty-minute sustained silent reading periods three times a week with a creative writing session substituted for the reading in one period every other week.

Each group was pretested with the Houghton Mifflin Pupil Placement Tests, the Woodcock Reading Mastery Tests, and the Peabody Picture Vocabulary Test. Each individual within both groups was placed on his instructional level in the Houghton Mifflin basal reading program. At the conclusion of the eighteen-week study, both groups were again tested with the Houghton Mifflin Pupil Placement Tests and the Woodcock Reading Mastery Tests.

An analysis of variance was applied to the data. The t-test for two independent samples was used to test the hypotheses that involved comparisons between the groups. The t-test for correlated samples was used to test the hypotheses that involved comparisons within the same group. An analysis of covariance was used to test for differences between the groups using pretest scores and Intelligence Quotient (IQ) scores as covariates.

Findings: There were no statistically significant differences between the posttest scores of the control group and the experimental group on either test. However, a statistically significant difference was found between the two groups on the posttest results of the Houghton Mifflin Pupil Placement Tests when the pretest scores were used as covariates. No statistically significant differences were found between the reading achievement of the boys and that of the girls in either group.

Conclusions: When both instructional reading level scores and reading mastery scores were considered, gains produced by one approach to reading were not significantly better than gains produced by the other approach. Basal reading instruction combined with creative writing or with sustained silent reading and creative writing was effective in producing reading achievement gains. Within the experimental and control groups, no statistically significant difference was found between the reading performance of the boys and that of the girls. The Basal Reader Approach for reading instruction combined with creative writing or with sustained silent reading and creative writing was effective for both the boys and girls.

AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN ARTICULATION THERAPY AND PROGRESS IN READING IN SCHOOL AGE CHILDREN

Order No. 7922589

DONNELLY, Carole Ann, Ph.D. University of Cincinnati, 1979. 88pp.

A study was undertaken in the public schools of Southwestern Ohio to examine the issue of whether an articulation disorder adversely affects educational performance. The study was further designed to determine if speech therapy for an articulation disorder has a positive effect on reading scores.

It has been observed that Speech/Language Pathologists employed in public school settings are entering into a new era of accountability. The question is being raised by funding sources and state departments of education as to whether or not the services offered by the Speech/Language Pathologist address themselves to the goals of the educational institution in which they are being offered.

To answer the above questions, reading achievement scores from 155 children who have received speech therapy for an articulation disorder in a public school setting were collected. Four scores were obtained on each child: a reading vocabulary and a reading comprehension score before the child was enrolled in therapy and a reading vocabulary and a reading comprehension score after having received speech therapy.

All of the scores tabulated for this study were percentile scores. This was done so that valid comparisons could be made between a child's performance in reading pre and post-speech therapy. All scores collected on a given child were from the same instrument; that is, if a child's pre-therapy scores were from the Metropolitan Achievement Test, his post-scores were also Metropolitan Achievement scores.

Subjects included in this study were males and females with articulation disorders who attend public schools in Southwestern Ohio. The cooperating districts were located in rural, metropolitan, and suburban neighborhoods and represented lower, middle, and upper middle socioeconomic classes.

No child was included in this study who:

1. had hearing acuity less than 15db for the poorer ear
2. was ever enrolled in any special education class, labeled as educable mentally retarded, learning disabled, autistic-like, or emotionally disturbed
3. had been diagnosed as having any specific learning disability or is receiving tutoring for a learning disability
4. had any physical abnormality of the speech mechanism.

A t-test for related measures was used to make comparisons between pre and post-reading scores for all children in the study. Separate t-tests were also computed for children who initially had mild, moderate, and severe articulation disorders and for children who improved significantly in speech performance and for children who did not improve significantly. Separate t-tests were also computed for various other subgroups of the population.

While the results do not support the hypothesis that speech therapy for an articulation disorder had a statistically significant (at the .05 level of confidence) effect on reading scores for all subjects, in some cases it was significant. Children in some geographic areas made significant advances in their reading vocabulary scores. Further, children who were poor readers before having speech therapy improved significantly ($p < .001$) in both reading vocabulary and reading comprehension. For all groups where there was improvement, the improvement was always greater in vocabulary than comprehension. No significant differences were found between the mild, moderate, and severe groups.

The implications of this study are that, at least for some children, speech therapy for an articulation disorder, as it is currently being administered in public school settings, is having a positive effect on reading scores. Further, while it cannot be concluded from this study that articulation disorders adversely affect reading achievement, it can be shown that at least for some children, the remediation of an articulation problem is accompanied by an increase in both reading vocabulary and reading comprehension.

A STUDY OF SECOND GRADERS' LEARNING OF ORAL CONCEPT EXPANSION AND ITS EFFECT ON THE LEARNING OF READING COMPREHENSION

Order No. 7915115

GODFREY, Lorraine Lunt, Ed.D. University of San Francisco, 1978. 251pp.

Can young children be taught a specific language structure called oral concept expansion? Will mastery of this structure effect the learning of reading comprehension?

This study hypothesized that a causal relationship exists between a specific oral language factor and reading comprehension in second grade children.

Literature and research have recognized the correlation between oral language and reading. Studies have shown certain aspects of oral language can be taught through focusing on specific oral constructs. Reading comprehension may depend upon knowledge of these constructs. The nature of this relationship was studied in a two-treatment design hypothesizing that children can be taught oral concept expansion and this ability would significantly improve the learning of an analogous concept in reading comprehension.

The sample, experimental and control, was 75 suburban second grade children randomly assigned to an oral concept expansion treatment and a placebo treatment teaching motor skills. All subjects were then taught reading concept expansion.

The measurement used in the study were two forms of the Gates-MacGinitie reading comprehension subtest for grade two, and a pre- and post oral concept expansion test requiring subjects to "tell a story" about specific pictures.

The two treatment study consisted of oral concept expansion lessons for the experimental group, and reading concept expansion lessons for all subjects and used an oral concept expansion model specifically designed for this study. Analysis of variance, correlation coefficients, and analysis of cross tabulations were used to analyze data.

This study yielded the following data.

1. There was a difference but not significant in post reading comprehension scores between children receiving oral concept expansion and reading concept expansion treatment and children just receiving reading concept expansion treatment.
2. The gain in post reading comprehension test for children taught oral concept expansion did not correlate significantly with their reading ability levels.
3. Children taught reading concept expansion, and not taught oral concept expansion, showed gains in their post reading comprehension test.
4. The gain in post reading comprehension test scores for children taught reading concept expansion, and not taught oral concept expansion, did not correlate with their reading ability levels.
5. There was no significant difference in male and female between the two groups in post reading comprehension test and post oral concept expansion test. For the total group there was a significant difference in favor of females in post reading comprehension test gains and post oral concept expansion test gains.
6. Direct teaching of oral concept expansion to low achievers, and not high achievers, reduced differences in the post oral concept expansion test between the two groups.

The findings suggest that children can be given direct instruction in oral concept expansion and this teaching can make a significant difference in their ability to expand oral concepts. Further, reading concept expansion can be taught best through direct teaching methods. Such direct teaching of reading concept expansion can make a significant difference in reading comprehension. This study demonstrated the potency of direct reading instruction on reading achievement with the effect of instruction directed to its correlates and therefore did not corroborate the hypothesis that oral concept expansion significantly improves reading comprehension.

It appears when reading instruction is weak, then the general ability aptitude factor links reading and language in a significant correlation. But as the quality of reading instruction increases, the correlation may decrease. This tentative correlation between language and reading is worth direct testing in future research.

A PRESENT AND HISTORICAL ANALYSIS OF BASAL READING SERIES Order No. 7916340

GRAHAM, George Edward, Jr., Ed.D. University of Virginia, 1978. 177pp.

The study traces the development of basal reading series in America from the Colonial period to 1965. Pedagogical and content emphases, as well as physical characteristics, of reading instruction materials are described, using primary and secondary sources. The history is followed by current production procedures used by major educational publishing houses in the development of a series for grades K-8. The Roles played by key staff personnel in a publishing house who are responsible for series' development are delineated. Information for current production procedures was collected from taped interviews with reading series personnel at two major publishing houses, identified as Gorman House and Herculean Press.

Results of the study indicated that reading series have influenced the national consciousness by mirroring the way the populace wishes to be seen. The demands of minority group organizations and individuals influence content selection in today's reading series.

THE EFFECTS OF LESSON PREPARATION AND TEACHING OF READING AND THE EFFECTS OF REINFORCEMENT INHERENT IN THE TEACHING ROLE ON THE READING PERFORMANCE AND ATTITUDE TOWARD READING OF LOW-READING SIXTH GRADE TUTORS Order No. 7918788

GRILL, Edward Michael, Ed.D. Ball State University, 1978. 107pp. Chairman: Dr. Wyman Fischer

This study investigated the effects of lesson preparation and teaching of reading and the effects of reinforcement inherent in the teaching role on reading comprehension, vocabulary, and attitude toward the concept "reading." Subjects for the study were low reading sixth graders.

In this study equivalent groups were used to control for the possible positive social effects inherent in the process of assuming the tutor role. Additionally, the total time involvement with the reading material was controlled to assure equal time involvement for all subjects.

In order to determine the most effective use of tutoring as a means of educational intervention for tutors, it was necessary to isolate the critical factors which determine the success of the overall tutoring process. Rigorous experimental control was also necessary in order to determine whether the academic improvement of tutors was actually a function of the tutoring process and not a function of uncontrolled, unknown factors.

The subjects in this study were 71 sixth grade students from 10 classrooms located in the seven elementary schools of a rural Midwestern school system. The subjects included all sixth grade students in the entire school system who scored between one and three years below grade level in reading comprehension, and for whom written parental permission for participation in the study was obtained.

A pretest-posttest control group design was used to test data relative to nine hypotheses. The Gates-MacGinitie Reading Tests were used to measure the reading comprehension and vocabulary of all sixth graders. A semantic differential was used to measure the attitudes of subjects toward the concept "reading."

Analysis of covariance was the statistical treatment utilized to determine the significance of differences in data relative to the nine hypotheses.

Following the pretest, subjects were randomly assigned within each school into one of three groups. Experimental group (ER) tutored fourth grade students in reading for three one-half hour periods a week for 12 weeks. These subjects tutored during part of their regular classroom reading period. Experimental group (EA) tutored fourth grade students in arithmetic for three, one-half hour periods a week for 12 weeks. These tutors remained in their regular sixth grade classroom during reading period. Control group (C) did not tutor nor interact with fourth grade children. These subjects remained in their sixth grade classroom for regular reading instruction.

The conclusions of this study are as follows:

1. Working as a tutor in reading plus receiving some regular classroom instruction was as effective as receiving regular classroom instruction in reading alone.
2. The effects of the reinforcement inherent in playing the role of teacher alone do not appear to produce improved reading achievement skills.
3. Actual lesson preparation and teaching of reading plus some regular classroom reading instruction were as effective as regular classroom reading instruction alone.
4. The effects of playing the role of teacher did not affect subject attitudes toward reading.

AN INVESTIGATION OF THE EFFECT OF A SUPPLEMENTARY READING PROGRAM ON THE READING ACHIEVEMENT OF HIGH RISK FIRST GRADE STUDENTS Order No. 7917126

HALLORAN, Joan Westover, Ph.D. University of Maryland, 1978. 153pp. Supervisor: Dr. Betty H. Simms

The purpose of this study was to investigate the degree to which a supplementary program of reading skills would affect the reading achievement of children who have been identified as evidencing low academic potential in reading. More specifically, the study investigated the relationship between the high risk first grade students receiving the supplementary reading readiness program and the high risk first grade students who received traditional reading readiness instruction.

It was hypothesized that: (1) There would be no difference in reading readiness scores between high risk first grade students who received a supplementary reading readiness program and high risk first grade children who received a traditional reading program and that (2) There would be no difference in reading achievement scores between high risk first grade students who received a supplementary reading readiness program and high risk first grade children who received a traditional reading program.

A pilot study was conducted during the school year, prior to the current study, to develop the treatment materials which consisted of a series of four cassette tapes and stimulus flash cards used to reinforce the reading readiness skills being taught in the first grade classroom. The District III Minimum Competencies Test for Grade One was administered at the end of the school year to all first grade students. The small group of high risk students utilizing the treatment materials achieved higher scores than the high risk students not using the treatment materials. The treatment was deemed ready for further study.

The present study was conducted during the school year 1977-78. Fifty-six children, selected from two elementary schools, on Clark Air Base, Philippines, comprised the study population. The fifty-six children were designated as high risk students based on teacher observation and low performance scores on the Metropolitan Readiness Test (MRT). The treatment was administered to one-half of the group over a period of eight weeks. The other half of the group received no supplementary treatment and acted as the control group. The MRT (1976) was administered at the end of the treatment to determine the effect of the treatment on reading readiness. The

Metropolitan Achievement Test (1971) was administered six months later to determine the effect of the treatment on reading achievement.

Mean scores were compared between the treatment group and control group. The two sample t-test was employed to test the significance of difference at an alpha level of .05. The results indicated that a supplementary reading program was no more effective than the traditional reading program on influencing the reading readiness of high risk first-grade children. Due to the high attrition rate, in both the Experimental and Control Groups, it was deemed appropriate to analyze the data further. It was determined that the sample remaining was not representative of the original sample. Therefore the second hypothesis could not be tested.

In terms of the first hypothesis, it became clear that additional information on the individual student's learning style was needed. This information could be utilized to modify the treatment materials or the method of achievement testing. The need for a larger, nontransient sample was also clear. The influence, on reading achievement, of a supplementary program, still remains questionable and should be investigated further.

VOCABULARY LOAD AND CONTROL OF FIRST GRADE BASAL READERS PUBLISHED IN THE LATE 1970'S
Order No. 7924482

HEITZ, Carolyn Ann, Ph.D. The University of Iowa, 1979. 97pp. Supervisor: Professor Jack Bagford

Introduction

The problem undertaken in this study was to determine if the back-to-the-basics movement has effected a change on the level of vocabulary load and control in the first grade basal reading material. The vocabulary load and control which does exist in the first grade reading materials of four basal series published during the latter part of the 1970's was the focus of this study.

A careful search of the literature revealed that historically certain trends can be noted in the level of vocabulary load and control found in basal readers. The back-to-the-basics movement gained momentum in the mid-1970's as the public began demanding more accountability in education for the teaching of basic skills. During the period immediately preceding the back-to-the-basics movement there was a trend towards richer vocabularies with less control. The vocabulary elements which were examined in order to determine the effect of the movement upon the level of vocabulary load and control found in the first grade basal readers were as follows:

1) Vocabulary load. The total number of words presented at each level.
2) Vocabulary control. The average number of repetitions of new words and known words at each level.
3) Overlap. The common words which appeared in three or four of the basal reading series and the number of words which appeared only in one series.

Procedure

A computerized and manual analysis of the vocabulary in the first grade level materials of four basal series was conducted. For the computerized analysis the textual materials of two of the four series was typed into an ATS terminal at the University of Iowa. The text then had to be converted into records compatible with the Controlled Data Corporation CYBER 70 located at the University of Virginia. A programming system was developed in Virginia to process the data and produce an output which provided an alphabetical word list for each story and a composite alphabetical word list for all of the first grade basal readers.

The manual analysis utilized the publishers' alphabetized word lists in tallying the frequency for each word at the various reading levels. Every page of textual materials which the students are expected to read independently was analyzed.

Rules had to be established for deciding the unique words before the compiled word lists could be analyzed to determine the level of vocabulary load and control.

Results

On the basis of analysis of the data collected, the following results are presented:

1) The vocabulary load showed an increase which meant publishers are including more words at each reading level.
2) The vocabulary control, as reflected in the level of repetitions of words at each level, has shown a decrease in comparison to the average repetitions of words in basal materials published during preceding time periods.

This study does not present any conclusive evidence to indicate that the back-to-the-basic movement has had an effect on the vocabulary load or control present in basal readers in comparison to reading materials published before 1975.

Recommendations

The level of vocabulary load and control in a basal reading series at the beginning reading levels is a relevant factor which must be taken into consideration when contemplating the purchase of a reading series for a particular school district. Publishers should be more cognizant of the levels of vocabulary load and control which does exist in their materials and supply this information to prospective customers and present users of their basal reading series.

A COMPARATIVE STUDY OF THREE APPROACHES TO TEACHING ORAL READING TO FIFTH GRADE STUDENTS
Order No. 7924493

KROEGER, Laura Jean, Ph.D. The University of Iowa, 1979. 285pp. Supervisor: Professor Jack Bagford

This study was an investigation of three approaches to teaching oral reading. It sought to determine the characteristics which were consequential for a quality oral reading presentation and then, to determine the best teaching approach for evoking oral readers to incorporate those significant characteristics into their oral reading endeavors.

An instrument for measuring a quality oral reading presentation had to be designed and tested for reliability. Through the use of six evaluators judging the videotaped presentation of twelve sample oral readers, the reliability was concluded to be adequately consistent for the purposes of this investigation.

To determine the quality of their oral reading before any treatment was applied, a pretest was given to sixty-four fifth grade students. At the conclusion of the investigation, the pretest score was used in conjunction with the posttest score to determine the improvement made by the oral readers in each group.

The three approaches under investigation were direct teaching, interested listeners, and modeling, but the addition of a control group extended the number of research groups to four. These research groups were formed and equated by controlling one factor at a time.

The first factor to be controlled was intelligence. The students were listed from high to low according to their Lorge-Thorndike Intelligence Tests. Each of the first four students was placed in counting order in a group and then the order was reversed; for example, the fifth student was placed in group four; the sixth, in group three; the seventh, in group two; and the eighth, in group one. Some manipulation of students from group to group produced four groups that were equated according to intelligence. The other factors were controlled similarly with great care being taken not to lose the control of factors that had already been established.

The equated groups were next assigned to teaching approaches. The lists of students were turned face down and shuffled. It was predetermined that the first group selected would be the direct teaching group, the second would be the interested listeners group, the third would be the modeling group, and the fourth would be the control group.

After the teaching was completed, a posttest was given. The findings were that all groups improved significantly in their oral reading ability, but there were no significant differences that would indicate one approach was superior to the others. The study indicated that oral reading can be improved by any of several approaches, but of those tested, none was better than the others.

THE EFFECTS OF PERCEPTUAL AND PIAGETIAN COGNITIVE TRAINING ON THE READING ACHIEVEMENT OF FIRST GRADE PUPILS Order No. 7923971

LANE, James Clark, Ed.D. University of the Pacific, 1979. 78pp.

Purpose: This study was designed to investigate the effect of pairing cognitive training, developed from Piaget's theory, with perceptual training on reading achievement. Also investigated was the effect of cognitive and perceptual training by themselves, as well as that of a control group on reading achievement. A second purpose of this study was to investigate whether or not perceptual errors would be reduced by pairing perceptual and cognitive training as opposed to perceptual, cognitive or control training alone.

Procedures: Four first grades, with their 87 pupils, were used to represent the four conditions of training. These first grades were part of a three school elementary district with 1600 pupils. Each first grade was assigned one of four training programs: (1) Combined cognitive and perceptual training, (2) Cognitive, (3) Perceptual, (4) Control. The cognitive training consisted of a program developed from Piaget's theory of cognition. The perceptual training was a progressive paper-pencil program, starting at the beginning with geometric drawings and finishing at the end of the training with words as basic stimuli. The four programs were started at the beginning of the school year, and ended in May. Training for the three experimental conditions took place on a daily basis.

Pretesting and posttesting was done nine months apart, with the Wide Range Achievement Test and the Slingerland Test of Learning Disability. Each hypothesis was restated in the null form. Statistical analysis included homogeneity of regression, analysis of covariance and planned contract comparison among treatment means. There was also a post hoc analysis done to see if gender was a factor in determining differences among the group means.

Findings: (1) There was found to be a statistically significant difference between the combined treatment group and the other three groups on the dependent variables of reading achievement grade placements and perceptual error scores. Inspection of the adjusted posttest means suggested that the combined training was the most successful of the treatments. (2) There was a significant interaction indicated between treatment effect of cognitive training and gender on the dependent variable of reading achievements with females scoring higher than males.

Conclusions: The combining of a cognitive and visual perceptual training program produced a training effect that significantly and positively affected the reading vocabulary scores and perceptual error rate of first grade children. The cognitive treatment was found to have had a positive effect on reading scores, although not to the level of the combined program. Gender difference was found to have had a treatment present in that girls achieved better reading scores than boys as a result of cognitive training. Gender had no effect for the other three groups. It would be suggested that girls need not be in the more time-consuming combined training program, but would benefit as much from the cognitive program.

Recommendation: The gains made by the children in the combined training program would suggest that a Piaget-based cognitive training program, combined with visual perception training should be included in the first grade curriculum as a means of acquiring higher levels of reading and visual skills. This study should be replicated with teacher variability controlled by having one teacher train the different groups of first grade pupils in the three treatments. It would also be of interest to extend the study to minority students and lower socio-economic groups.

THE EFFECTS OF INSTRUCTION IN CLOZE TECHNIQUE ON READING VOCABULARY AND COMPREHENSION Order No. 7923173

LEMKE, Karen Marks, Ed.D. University of Maine, 1979. 92pp. Adviser: Dr. Robert E. Lowell

This study followed a pretest/posttest design which sought to determine if two experimental cloze treatments would significantly effect the cloze, vocabulary, comprehension, and total test scores of subjects of three different levels of reading ability. Two dependent variables were used as measuring instruments, the California Reading Test (Form W) and a cloze test.

The subjects were 115 sixth grade students from the Village Elementary School in Gorham, Maine. The pupils were assigned to a high, average, or low reading group based upon their total test scores on the California Reading Test (Form W). Students within each ability group were randomly assigned to one of three experimental treatments, cloze without instruction, cloze with instruction, and the control group, which received the regular basal reading program. Passages from basal readers and content area materials were used as treatment exercises and each selection was graded in difficulty by the Lorge readability formula. A cloze pretest determined each pupil's beginning level and passage into the higher level was set at three performances of 50 percent. The cloze treatments were based upon three deletion patterns: noun-verb, adjective-adverb, and every tenth word. Pupils received cloze exercises three times a week for a total of eight weeks. Experimental 1 pupils were shown their corrected exercises and were provided answer keys so that they could compare answers. Experimental 2 pupils were instructed for 15 minutes following each treatment session in the use of context and sentence structure clues.

Two null hypotheses were tested by analyses of covariance, and an F value of .05 or beyond was necessary in order to reject either one. Conclusions were as follows:

1. There were no significant differences among the means of the three treatment groups with respect to the four criterion variables.
2. There were significant differences among the means of the ability groups with respect to the cloze and vocabulary variables. No significant mean differences existed with regards to comprehension and total test scores.

AUDITORY DISCRIMINATION, BLENDING, AND PHONEME SEGMENTATION ABILITY: EXPLORING BASIC SKILLS IN READING ACQUISITION Order No. 7923880

LEXIER, Kenneth Alan, Ed.D. Boston University School of Education, 1979. 115pp. Major Professor: Dr. Thomas G. Devine

This study was designed to investigate one aspect of reading readiness–auditory prerequisites. Two auditory prerequisites (auditory discrimination and blending ability) which have been, traditionally, the staples of many prereading and readiness programs and tests were considered. Phoneme segmentation ability, recently afforded high status in the literature, was the third auditory prerequisite considered. While it is the auditory prerequisites which are considered by some authorities to be the greater roadblock for children, particularly low SES students, the results of past studies are misleading and conflicting. Specifically this study was implemented to answer the following:

(1) To what extent are auditory-perceptual and phonological awareness abilities distinct behaviors? (2) To what extent do auditory-perceptual and phonological awareness capabilities (individually and collectively) account for the variation in first grade reading achievement? (3) To what extent do auditory-perceptual and phonological awareness capabilities (individually and collectively) account for the unique variation in first grade reading achievement when they interact with visual-perceptual, labeling, and demographic variables? (4) To what extent is segmentation ability basic to the relationship sound blending ability has with first grade reading achievement?

The subjects were 48 low SES first grade students from an inner-city school in a small Massachusetts city. Each student was individually administered all of the auditory measures (auditory set), measures of visual perception (visual set), and measures of letter-name and letter-sound knowledge (labeling set). Eight months later each subject was administered the reading subtest of the Comprehensive Tests of Basic Skills-Level B. During this period between initial and final testing, all of the students were engaged in a highly eclectic, individualized program.

The major research findings were:

1. Auditory discrimination ability was a clearly distinct behavior while blending ability and phoneme segmentation ability had 38% common variance.

2. Blending ability (0.52) followed by segmentation ability (0.44) were significant zero-order predictors of word-recognition achievement. Auditory discrimination ability (0.11) was not related to word-recognition achievement. The relationship between phoneme segmentation and word recognition was substantially less than reported in other studies. As a set, the auditory behaviors accounted for a significant proportion (31%) of the variance in word-recognition ability.

3. The auditory set did not account for a significantly unique (2%) proportion of the variance in word recognition ability. As a result, none of the auditory behaviors can be said to have accounted for a significantly unique proportion of the variance in word-recognition ability. The labeling set accounted for more unique variance (7%) than any other set under study.

4. The correlation between blending ability and word recognition with phoneme segmentation ability partialled out was still significant (0.36) although reduced: Among the auditory variables alone only blending ability accounted for a significantly unique proportion (11%) of the variance in word recognition ability. While the theorized link between the inability to make explicit the phonemic structure of speech and the inability to synthesize letter-sounds was not substantiated completely, many students who failed the blending test failed a disproportional number of items on the phoneme segmentation test. This relationship needs further exploration.

In conclusion, for this population, the auditory set did not significantly enhance the power of the predictor variables to predict word recognition achievement. What variance was caused by the auditory set appears to be most attributable to the variance in blending ability.

AN INSTRUCTIONAL SEQUENCE FOR TEACHING READING DERIVED FROM THE GENERATIVE MODEL OF LEARNING

Order No. 7926042

LINDEN, Michele Ann, Ed.D. University of California, Los Angeles, 1979. 167pp. Chairman: Professor M. C. Wittrock

In the generative model of learning, reading with comprehension occurs when the reader actively constructs, or generates meaning from the text. This construction of meaning occurs through idiosyncratic associations formed between prior experiences, stored in long-term memory, and the stimulus information, or text. Comprehension may be enhanced by instruction which enables the reader to utilize his generative cognitive processes to associate the text with his previous remembered experiences. Verbal and/or imaginal elaborations performed on or from the text appear to emphasize appropriate past experiences and to enhance comprehension. A four-week long instructional sequence derived from the generative model, which proceeded from imaginal elaborations to verbal elaborations was presented to a sample of 58 ten year old children for the purpose of gathering evidence regarding the possibility of developing instructional principles and strategies for the teaching of reading. The data supported ($p. < .01$) the hypothesis that, with time held constant, children instructed to elaborate text show greater comprehension of that text than do children not instructed to elaborate text. To determine if instructions to elaborate result in an enhanced level of comprehension regardless of the sequence of the elaborations, an alternative sequence was developed which proceeded from verbal activities to imaginal activities. The means of the reading comprehension posttest scores indicated that the group receiving the imaginal to verbal sequence produced the most text-related elaborations and indicated a progressive improvement in comprehension. No correlation could be determined between the degree of text-relatedness of elaborations and reading comprehension because of a lack of variance in the relatedness variable. All but two of the 373 elaborations produced by the subjects over the three reading sessions and over the four treatments were judged text-related. This finding confirmed the assumption that instructions to elaborate, as compared with no instructions to elaborate, result in the production of text-related elaborations. Instructions to elaborate the text increased the number of elaborations which increased the retention of factual information and the comprehension of the story. The data were interpreted to support the predictions derived from Wittrock's model of generative learning as it applies to the teaching of reading in an elementary school setting.

AN INVESTIGATION OF READING STRATEGY LESSONS EMPLOYING MISCUE ANALYSIS IN PSYCHOLINGUISTIC APPROACHES TO SECOND GRADE READING INSTRUCTION

Order No. 7926565

LOVE, Fannye Epps, Ph.D. Kansas State University, 1979. 145pp.

The Problem

The essence of this study was to determine the effectiveness of using reading strategy lessons and to determine if these lessons will strengthen those reading strategies necessary to increase the reading proficiency of second graders.

The Subjects

From a midwest elementary school (located on a military base), twenty-four second graders were selected to participate in this study--nineteen girls and five boys.

The nature of schools on military bases suggests that there is a degree of high mobility. Because of the high mobility of the military base, of the twenty-four subjects participating in this study, one subject in the experimental group and five subjects in the control group moved away. So a total of only eighteen subjects were included in the entire study.

Procedure

The subjects were randomly assigned to an experimental and control groups, with twelve subjects in each group. Both groups were administered the oral reading selections taken from the Reading Miscue Inventory (RMI). The results and analysis were done according to The Simplified Miscue Analysis for Classroom and Clinic (SMA), designed by James Cunningham (1976). During the first and second sessions, each subject read one unfamiliar selection. After six weeks of Reading Strategy Lessons for the experimental group (treatment period), a posttest was administered to both groups. The selections used for this session were taken from Allyn and Bacon Basal Readers, (Sheldon Reading Series, 1973).

A post-reading task was given to each subject in each session following the oral reading. The task was to retell the story in his/her own words.

The effectiveness of the reading strategy lessons program used with the treatment group was determined by comparing pre- and post-SMA percentages of the experimental and control groups according to the Mann-Whitney U technique.

Conclusions

The following conclusions were reached based on findings of this study:

1. That the learning of reading skills employing the psycholinguistic approach, though based on an overwhelming research trend, made minimal difference when experimental and control groups were compared.
2. That the learning of reading skills employing the psycholinguistic approach is practical, with second grade learners--and may be more appropriate for some learners considering their language acquisition patterns.
3. That the employment of the psycholinguistic approach with reading lessons at the second grade level, while showing no significant score gain, actually showed some gain.

Recommendations

Based on the findings of this study, it is recommended:

1. That the psycholinguistic approach employing reading strategy lessons be employed with learners who are not randomly assigned but who are identified as slow readers.
2. That the psycholinguistic approach be employed in combinations of language development programs and reading programs.

AUDITORY PERCEPTUAL PROCESSES AND THEIR RELATIONSHIP TO WORD RECOGNITION Order No. 7919978

McCOSKER, Andrew Bartholomew, Ed.D. Lehigh University, 1979. 188pp.

The relationship between auditory perception and word recognition in reading, has been a matter of debate for many years by researchers in the field of reading. This study attempted to resolve some aspects of the debate.

Following Wepman's assertion (1973) that auditory perception was not unitary, but composed of at least three identifiable subskills: discrimination, memory and sequence, the subjects of the study were tested in two of three of these subskills, individually and in combination. The tests used to gather the data were the Wepman Auditory Discrimination Test (1973), the Wepman-Morency Auditory Memory Span Test, and an author-constructed word list developed from the books of the series with which the subjects were being instructed.

The population of the study was 135 boys and girls in first grade in the Cherry Hill (New Jersey) School District, a high socio-economic suburban community.

The statistical analyses, analysis of variance and multiple correlations, revealed no significant difference in reading success for auditory discrimination. No analysis of auditory memory could be accomplished since the population scored average or above. However, when these were combined, a significant correlation with success in word recognition was discovered.

DEVELOPMENT OF A SUPPLEMENTARY NEWSPAPER-BASED PRIMARY READING PROGRAM Order No. 7915494

MARSEE, Joy Atchley, Ed.D. University of Georgia, 1979. 353pp. Supervisor: Dr. Ira E. Aaron

The purpose of this study was to develop, evaluate, and revise a set of supplementary reading materials using the newspaper to teach, review, or reinforce beginning reading skills. The newspaper was chosen as the teaching medium, because it is easily accessible, inexpensive, interesting to pupils of all ages, and can be used to teach a multiplicity of reading skills. The materials were designed to correlate with the skills taught in basal reading series.

The specific goal of the project was to provide classroom teachers with supplementary materials that were organized in a hierarchical order similar to the sequential skills ordering of basal series and designed to complement as well as supplement any skill-based program being used for instructional purposes.

Skills to be taught were identified from several sources, such as scope and sequence charts of several widely used basal reading series, word recognition and comprehension skills listings, curriculum guides, and criterion-referenced reading tests.

Information needed by classroom teachers who would be using the materials was considered carefully when choosing a format. Each lesson plan included the following information: skill, reading level, purpose, materials needed, time, teaching procedures, and follow-up activities.

Lesson plans were written for four skill areas: vocabulary, word recognition, comprehension, and study skills. They were written at four levels of reading difficulty: readiness, preprimer, primer, and first reader. Sample newspaper items were included with each lesson. A rating scale was developed for evaluators to use as they read and evaluated eight identified lesson plan components on a five point rating scale. A tryout evaluation sheet was also developed for classroom teachers to use after teaching assigned lessons. Classroom teachers, local school reading specialists, systemwide reading consultants, and university professors were asked to evaluate the materials. All evaluators were given approximately three weeks to read and evaluate the materials. Classroom teachers were also assigned certain lessons to try out with pupils. Based on the information gained from the rating sheets and tryout evaluation sheets, the materials were revised.

Forty-four professional educators participated in evaluating the newspaper lesson plans. Ratings were made on a five point scale with a range from poor to excellent. The data were analyzed to obtain mean scores for each of eight identified components of the lesson plan and an overall mean score for the total lesson plan. These data indicated that the evaluators generally considered the lesson plans to range from good to excellent with the mean scores ranging from 3.95 to 4.67. The ratings on the tryout evaluation sheet also indicated that the interest and participation of pupils ranged from good to excellent.

The revision of materials was based on rating information collected during the evaluation process, interviews with classroom teachers using the materials, informal discussion with pupils, and observations of the writer. The final revised materials are included in the document.

THE EFFECTS OF TRAINING WITH THE CLOZE PROCEDURE UPON SEVERAL FACTORS RELATING TO READING COMPREHENSION Order No. 7922318

MILAM, Adam Clayton, Ph.D. The Pennsylvania State University, 1979. 161pp. Adviser: Paul Weener

The purpose of the present study was to determine whether training with the Cloze Procedure would be an effective means of improving reading comprehension among a group of students in the third grade, all reading below grade level. It was anticipated that such training would have a significant influence upon the reader's attention to contextual cues, and this would be reflected in a number of ways.

On the one hand, it was predicted that this increased attention to contextual cues as a result of Cloze training would have a significant influence upon reading comprehension, as measured by subjects' scores on a standardized test of reading comprehension. Secondly, it was predicted that training with the Cloze Procedure would encourage the reader to attend to larger units of contextual information. This effect would be reflected by a significant increase in the size of the eye-voice span of students receiving such training.

The requirement that subjects who received Cloze training also provide a number of different words to complete each Cloze deletion was expected to increase the reader's awareness of the variety of contextual situations in which words can be used. This effect was expected to cause the reader to shift towards a

greater number of paradigmatic responses on a word association task. Finally, the predicted increase in the use of contextual cues by readers as a result of training with the Cloze Procedure was also expected to significantly improve their performance on a Cloze task.

One experimental group and two control groups were used in this study. Prior to the start of Cloze training, all subjects were administered pretests designed to measure their performance on a Cloze task, a word association task, an eye-voice span task and a standardized test of reading comprehension. Following the completion of training for subjects in the Cloze Experimental Group, all subjects were then administered posttests relating to each of the above variables. A comparison of the pretest versus posttest results between groups indicated that no significant differences existed between subjects on either of these four variables.

In accounting for these results, a number of reasons were discussed. It was suggested, for example, that the use of oral Cloze training in the present study may not have been the best means of facilitating the reader's attention to contextual cues and, correspondingly, reading comprehension. The absence of related instruction on the use of contextual cues to supplement the practice of filling in Cloze deletions, may have accounted for the results on the eye-voice span task. It was also suggested that a lack of a significant change from syntagmatic to paradigmatic responses by subjects in the Cloze Experimental Group on the word association task may indicate that the rate in which this change occurs is primarily an environmental function. On the other hand, the absence of significant results by the experimental group on the Cloze tasks may imply that there are certain prerequisite skills needed by the reader before Cloze training can be effective.

EFFECTS OF TRAINING WITH SPECIFIC TYPES OF COMPREHENSION QUESTIONS ON READING COMPREHENSION ABILITIES OF INTERMEDIATE GRADE STUDENTS

Order No. 7922324

ORLANDO, Lynn Smith, D.Ed. The Pennsylvania State University, 1979. 133pp. Adviser: Emery P. Bliesmer

Purpose

The purpose was to determine the effects of training with specific types of comprehension questions on the reading abilities of fourth and fifth grade students.

Procedures

Approximately 100 fourth and fifth grade students in one elementary school were divided into Good and Poor readers on the basis of scoring among the upper and lower 40 percent, respectively, of their classes on the Gates-MacGinitie Reading Tests. The California Achievement Test was also administered as a pretest.

Students within each class were assigned alternately to one of three types of treatment: Inference, Main Idea, or Literal comprehension question training. They were then given seven successive daily training sessions in each of which each student read the same given selection (of a fourth grade difficulty level) silently and then completed a four-item multiple-choice test over the selection, with the four questions for a given student all being one of the three types corresponding to his assigned treatment.

To determine differences among Good and Poor readers and relative effects of types of comprehension question training, Criterion Story Tests were administered on three consecutive days. Each test consisted of a selection similar to the training session selections, followed by five of each of the three types of comprehension questions. All students answered all fifteen questions. Gates-MacGinitie and California Achievement Tests were administered as posttests also.

Analysis

There were no significant differences in the Gates-MacGinitie pretest-posttest scores. The California Achievement Test did show significant differences with the level of reader (Good and Poor) and with different types of training (Inference, Main Idea, and Literal). This test paralleled the three types of training, and included items on Inference, Main Idea, and Literal questions.

Throughout the training phase and the Criterion Story Tests phase, the Good readers did significantly better than the Poor readers. Subjects showed the same effects in relationship to treatment, with Good and Poor Readers performing the same way with all three types of training.

THE EFFECTS OF LEARNING MODALITY GROUPING AND INSTRUCTION ON TOTAL READING ACHIEVEMENT AND WORD RECOGNITION FOR FIRST GRADE STUDENTS

Order No. 7920055

OUZTS, Danny Terrell, Ph.D. University of South Carolina, 1979. 85pp.

Ninety-six first grade students in two public schools were studied to determine whether classroom grouping based on perceptual strengths and providing instruction to capitalize on specific strengths fostered increased reading achievement when compared to traditional grouping and a basal reader instructional approach.

Reading achievement was determined by the subtests of Total Reading Achievement and Word Recognition I as measured by the Comprehensive Tests of Basic Skills (CTBS). Two groups of first grade students who had been identified as visual or auditory learners and grouped accordingly using the Preschool Language Scale (PLS) were studied. Two groups of first grade students who were not instructed or grouped according to modality preferences served as the control group.

The subjects of the study were selected using the Preschool Language Scale (PLS). Subtests III and V of the PLS were used to classify students according to modality preferences using a weighted point system for classification as to auditory or visual learners. The experimental group consisted of twenty-three subjects identified as auditory learners and twenty-two subjects identified as visual learners. The control group consisted of twenty-eight subjects identified as auditory learners and twenty-three subjects identified as visual learners.

All subjects were administered the Lee-Clark Reading Readiness Test (LCRRT) to determine if there were any initial differences between the experimental and control groups. The scores for the LCRRT were used as the covariate to control statistically for any initial differences in the group comparisons on the dependent variable and to increase the precision of the comparisons. Using a t-test, it was found that the mean raw score was greater for the auditory control group than for the auditory experimental group, although it was not significant. The mean raw score for the visual experimental group was significantly greater than that of the visual control group.

Two teachers were designated as the experimental teachers and two teachers were designated as the control teachers. All classes received one hundred minutes of reading instruction per day. Treatment continued for nine months. The subjects were then administered the CTBS to determine whether grouping and instruction fostered increased reading performance.

Using analysis of covariance, it was found that significant differences at the .01 level in total reading achievement and word recognition, when adjusted for reading readiness, favored the subjects that had received treatment which consisted of grouping and instructional procedures based on the auditory modality. Results also indicated that subjects who had been identified as auditory learners and instructed on this basis performed significantly higher in total reading achievement when compared to subjects identified as visual learners who were grouped and instructed by the visual method. Therefore, the identification, grouping, and instruction of subjects who exhibited an auditory preference appeared to enhance reading performance. The results of the study additionally indicated that

grouping and instructing students identified as visual learners did not significantly enhance reading performance. Additional findings also indicated that no differences were found with students who had been identified as auditory or visual learners but were not grouped or instructed on this basis.

In view of the results found in this study, it would appear beneficial to group and instruct students who have been identified as auditory learners. However, based on the criteria and procedures used in this study, there appears to be no relationship between grouping and instructing students who have been identified as visual learners and reading performance.

AN INVESTIGATION INTO THE EFFECT OF PRESTATED PURPOSES ON THE SILENT READING COMPREHENSION OF GOOD AND POOR READERS USING AN INFORMAL READING INVENTORY Order No. 7918795

REED, Shirley Anne, Ed.D. Ball State University, 1979. 115pp.

The purpose of this study was to investigate the effect of prestated purposes on the silent reading comprehension of good and poor readers using an informal reading inventory. This study was conducted using 38 third graders and 38 fourth graders from a rural school in east central Indiana. These subjects were designated as good or poor readers by performance on the Metropolitan Achievement Test, Reading subtest. Each subject scored an intelligence quotient of 85 or above on the Peabody Picture Vocabulary Test. Ten good readers and nine poor readers from the third and fourth grades, respectively, were randomly assigned the purpose treatment; and ten good readers and nine poor readers from each grade, respectively, were randomly assigned the nonpurpose treatment.

The purpose treatment consisted of giving the oral prestated purpose labeled "examiners introduction" in the Analytical Reading Inventory. The nonpurpose treatment consisted of no prestated purpose prior to the silent reading of the passages.

Each subject was administered the Analytical Reading Inventory. Procedures for administration recommended in the Analytical Reading Inventory were followed. A silent reading comprehension score was obtained by adding the total number of questions correct between and including the independent and frustration reading levels.

Four null hypotheses were tested using a fully crossed 2x2x2 design with all factors fixed. The Bonferroni t-test 95 percent confidence interval procedure was applied in analyzing the silent reading comprehension scores. No significant differences were found on any of the four hypotheses.

The major conclusion drawn from the results of the analysis was that prestated purposes do not appear to aid or hinder the silent reading comprehension of good or poor third and fourth grade readers. The results of this study would appear to indicate that the use of prestated purposes on an informal reading inventory are of little consequence to the total silent reading comprehension score. Therefore, consideration needs to be given as to whether or not to use prestated purposes when administering an informal reading inventory in a diagnostic testing situation. This consideration may be no more than to leave the use of prestated purposes to the discretion of the examiner.

A DESCRIPTIVE STUDY OF CLASSROOM TEACHERS' PERSPECTIVES OF STUDENTS EXPERIENCING DIFFICULTIES IN READING Order No. 7921186

REISER, Ann Lea, Ph.D. Michigan State University, 1979. 258pp.

Children go to school to be educated by teachers. Classroom teachers do not always agree on the content for learning, but they know that reading is perhaps the most fundamental skill in learning and working. Every teacher hopes that his/her students will read, but in each classroom there are students experiencing difficulties with this important fundamental skill. This study was designed to describe and explore classroom teachers' perspectives of students experiencing such difficulties in reading.

How do classroom teachers interpret their roles, make decisions, and act upon these decisions? This study was guided by the following exploratory questions: (1) What elements constitute these classroom teachers' perspectives of students experiencing difficulties in reading? (2) What are the assumptions these teachers make about the students that support their perspective? (3) Which variables influence the teachers' perspectives of their roles in diagnosing and teaching students experiencing difficulties in reading? (4) How do these teachers synthesize the skills of diagnostic teaching into their perspective?

In order to describe teachers' perspectives, in-depth interviews explored what twenty teachers thought about various issues concerning the problem reader. Added descriptive support was also gained through observation of participants as ten of these classroom teachers worked with students experiencing difficulties in reading while attending a Graduate Reading Diagnostic Institute. This ethnographic technique enabled the researcher to describe and explore classroom teachers' perspectives of students experiencing difficulties in reading.

In relation to exploratory question one, teachers' perspectives were: (1) knowledge of diagnostic teaching as it relates to the students' needs and abilities; (2) content developed around available materials; (3) allocating time to interact with problem readers efficiently; (4) planning the reading period for effective teaching; and (5) displaying a personalized attitude in relating to the problem reader.

Within the instructional approaches and classroom organizational patterns, the dominant perspective among these professionals was to concentrate on the class as a group. This perspective left the principles underlying a diagnostic approach difficult for those teachers who search for answers to teach the student experiencing difficulties in reading.

These teachers did not see the skills of diagnostic teaching as part of their perspective. They did not see their role as having the freedom to develop a reading program that would insure maximum growth for all students in their classroom. For these teachers the skills of diagnostic teaching reside in the hands of a trained reading specialist. These teachers selected and performed a role that reflected the instructional situation they served, which may or may not be necessarily appropriate for students experiencing difficulties in reading.

These teachers were frustrated by a lack of knowledge and ability to analytically approach the problem reader. Their diagnostic perspective was sporadic and not a continuous classroom activity. The beliefs of these teachers provide evidence for recognizing their perspective as one of placing confidence in school-mandated reading programs to accomplish their goals of helping problem readers achieve competence and satisfaction in reading with very limited or no diagnostic prescriptive teaching. By getting inside these teachers' world one can begin to understand how they make decisions about students experiencing difficulties in reading.

THE EFFECT OF DISTRACTIONS IN LIVING, LEARNING, AND TEST-TAKING ENVIRONMENTS ON READING COMPREHENSION PERFORMANCE OF THIRD-GRADE STUDENTS Order No. 7926576

RIO, Raul Arturo, Ph.D. Kansas State University, 1979. 74pp.

It is common to hear adults say they cannot work because there are too many distractions around them. At the same time, it is not uncommon to hear elementary school age children indicate they find it hard or cannot work because it is too quiet, while others say they find it hard or cannot work because it is too noisy. The purpose of this investigation was to explore the effects of distractions upon the test scores obtained by elementary school children. The specific problem investigated was whether elementary school children who live in an environment with low and high levels of distractions differentially perform on a test when they are exposed to a learning situation and a testing situation in which the presence or absence of distractions is experimentally manipulated.

This study employed a 2 x 2 x 2 completely crossed experimental design in which the stimuli for eliciting the desired behavior were four reading passages and their corresponding 36 items from the Iowa Test of Basic Skills. These items followed after the reading passages had been presented in a learning situation. The dependent variable studied was the students' test score, while the independent variables were: (1) high and low levels of distractions in the living environment of the students; (2) presence or absence of distractions while the students were reading the passages; and (3) presence or absence of distractions while the students were responding to the test items.

Of the 217 Ss who participated in this investigation, 70 Ss were found low in distractibility and 80 Ss were found high in distractibility. A three-way analysis of variance of the test scores of low and high distractibility Ss by the presence or absence of distractions in the learning and/or the testing experimental treatment conditions indicated there were no significant differences. It was concluded that given the distractions that were introduced in the experimental treatment conditions, and the levels of distractibility reported by Ss, distractions do not differentially affect the test scores of third grade students.

THE EFFECTS OF TUTORING BY SIXTH GRADERS ON THE READING PERFORMANCE OF FIRST GRADERS

Order No. 7920594

ROGERS, Judith M., Ed.D. University of San Francisco, 1979. 147pp. Chairperson: Laurence A. Bishop

Several of the problems facing the schools today in their attempts to teach the basics, individualize and lower the student/adult ratio are declining enrollment (and thus, declining finances), the escalating costs of hiring aides and the high percentage of working parents, all of which limit the number of adults available to volunteer.

Tutorial programs at the elementary school level appear to have great potential for supplementing and improving instruction and for preventing achievement gaps from occurring in the first place. Upper elementary students not only are already at the same school, but they are there all day, every day, thus insuring consistency and continuity. In addition, they cost nothing. Tutoring is one way of improving instruction without additional costs.

This study attempted to determine the effectiveness of using upper-grade elementary students as tutors for first grade children in an effort to prevent an achievement gap from occurring. More specifically, this was an experimental-descriptive study designed for the purpose of examining data in an effort to determine if it was possible to train sixth grade students to tutor first grade students in phonetic reading skills over a period of fifteen individual twenty minute sessions and significantly increase the scores of the learners on a criterion-referenced test.

The subjects of this study were sixty-two first graders from two schools in South San Francisco, California who were randomly selected and then randomly assigned to either the experimental or the control group and sixth graders from the same two schools who were trained in the use of the tutoring program.

The tutoring consisted of a highly structured program called SCORE (Success Controlled Optimal Reading Experience). Each first grader received fifteen sessions of individual tutoring for twenty minutes daily for a period of three weeks.

The review of the literature provided support for the underlying rationale of the study. The literature was organized under the following headings: (1) historical perspectives; (2) cross-age tutoring; and (3) learning theory in reading instruction and the use of operant techniques in tutoring.

The experimental design of this study involved pretesting and posttesting of both the experimental and the control group.

The specific null hypothesis tested stated that there would be no statistically significant differences between the performance of the learners who were tutored and the performance of the learners who were not tutored in terms of mastery of specific objectives as measured by the SCORE criterion-referenced test.

The test of significance was a three-factor analysis of variance, where a third factor, level of achievement, was introduced to control for residual variance and thus increase the precision of the statistical tests. Level of significance (alpha) was set at $<.05$ for the rejecting the null hypothesis.

The most crucial question in the study was whether or not the pupils who were tutored would profit from the tutoring experience. Results showed that the experimental students had a significantly greater mean gain (31.7) than the control students (11.4). The mean gains of the experimental students were statistically significant ($< .001$). Therefore the null hypothesis was rejected.

In addition to the test scores and the statistical analysis of the scores, two other sources of data were used: (1) an informal teacher evaluation and (2) an informal parent questionnaire.

The data collected and analyzed in this study warrants the conclusion that upper-grade elementary students, properly trained, can effectively tutor primary grade students in reading. In terms of cost and availability alone, cross-age tutoring appears to be one of the most feasible approaches for providing individualized instruction to primary grade children.

THE EFFECTS OF THE INHERENT STRUCTURE OF THE 45-15 YEAR-ROUND SCHEDULE ON STUDENT ACHIEVEMENT IN THE FRANCIS HOWELL SCHOOL DISTRICT

Order No. 7923676

RUSSELL, Roger Edwin, Ph.D. Saint Louis University, 1979. 115pp.

Problem

The 45-15 year-round schedule consisted of four groups of students that alternated their attendance during the school year from July through June, with three of the four groups in session at one time. The schedule for each group or cycle varied to where some were attending school with fewer interruptions than others, thus perhaps allowing one or more cycles to have an advantage in terms of student achievement.

The study dealt with reading and mathematics achievement test scores of students who had been in the same cycle for seven years, to determine if attendance in one cycle for that length of time had any cumulative effects on their achievement.

Hypotheses

The four hypotheses of the study were:

1. There are no significant differences among the mean reading achievement scores for the four cycles, A, B, C, and D, over a seven-year period.
2. There are no significant differences among the mean mathematics achievement scores for the four cycles, A, B, C, and D, over a seven-year period.
3. The mean reading achievement of cycles A and B combined is equal to that of cycles C and D combined, over a seven-year period.
4. The mean mathematics achievement of cycles A and B combined is equal to that of cycles C and D combined, over a seven-year period.

Procedure

There were 555 eighth grade students who were surveyed to determine who had been attending school in the same cycle since second grade, the first year they would have taken the Stanford Achievement Test. There were approximately 43% who had been in the same cycle since the 1972-1973 school year.

The achievement test scores for reading and mathematics from second through eighth grade were recorded from the students' permanent records. The Scheffé Test for Multiple Comparisons was then applied to the mean scores of each subject area for each grade level to determine if there were any significant differences among the four cycles.

Conclusions

The analysis of the data showed no significant differences among the four cycles in reading and mathematics over the seven-year period. There were also no significant differences when combined cycles A and B were compared to combined cycles C and D in reading and mathematics over the same period.

Recommendations

Parents have expressed a concern about wanting their children in one cycle rather than another because of their cycle having too many interruptions, thus causing a lack of continuity in the learning process. The analysis of the data, however, would demonstrate that attending school in a particular cycle would have no advantage in terms of student achievement as measured by standardized tests. The concern then may not be related to the child's academic performance but to other factors, such as vacation schedules, the cycle of neighboring subdivisions, or the concept of the 45-15 year-round schedule.

Further research measuring the attitudes of the students, parents and teachers may identify in more specific terms the concern of those involved with this type of year-round plan.

UTILIZATION OF THE CLOZE PROCEDURE AS A TEACHING TECHNIQUE Order No. 7927578

SAMPSON, Michael Roy, Ph.D. The University of Arizona, 1979. 87pp. Director: William Valmont

The purpose of this study was to examine the use of the cloze procedure as a teaching technique. Investigated was the effectiveness of cloze in improving reading comprehension, strengthening vocabularies, and encouraging divergent production.

To this end, answers to the following questions were sought.

1. Does the instructional use of cloze result in statistically significant increases in comprehension scores on the Gates-MacGinitie Reading Tests (GMRT)?
2. Does the instructional use of cloze result in statistically significant increases in vocabulary scores on the GMRT?
3. Does the instructional use of cloze result in statistically significant increases in comprehension scores on the Cloze Comprehension Test?
4. Does the instructional use of cloze result in statistically significant increases in divergent production scores on the Cloze Divergent Production Text?

The population for this study consisted of the third grade classes of a metropolitan school district in Tucson, Arizona. The sample consisted of 92 students from three schools. Students were randomly assigned to experimental or control groups within three randomly selected classrooms.

The study spanned a fifteen week period. During this time, the control group students worked in a basal reader and reading centers. The experimental group students worked in the same basal reader and attended the same centers. However, cloze exercises from Read On were substituted for different reading centers three times per week. The students completed the cloze exercises individually and then met in groups of six to eight and shared their answers. Discussions focused upon the fact that a variety of answers could be used with most cloze blanks and on the reasons why a particular response would or would not work according to the context surrounding the deletion.

Initial pretest score differences led to the vocabulary and comprehension data being analyzed by a two way analysis of covariance on posttest scores. The divergent production data were analyzed using a t-test for two related samples.

The data analysis yielded these findings.

1. There was no significant statistical difference at the 0.05 level between vocabulary scores on the GMRT of students who received cloze treatment and those who did not.
2. There was a significant statistical difference at the 0.05 level between comprehension scores on the GMRT of students who received cloze treatment and those who did not. The difference was in favor of the experimental group.
3. There was a significant statistical difference at the 0.05 level between comprehension scores on the Cloze Comprehension Test of students who received cloze treatment and those who did not. The difference was in favor of the experimental group.
4. There was a significant statistical difference at the 0.05 level between pretest scores and posttest scores on the Cloze Divergent Production Test of students who received the cloze treatment. The divergent production of the students had increased.

The findings of the study supported these conclusions.

1. The cloze procedure is an effective technique in the area of reading comprehension development.
2. The cloze procedure is an effective method of increasing the divergent production of students.
3. The cloze procedure is as effective as but not superior to other techniques in the area of vocabulary development.

The conclusions arrived at in this study suggested the following implications.

1. The cloze procedure encourages divergent production. The give-and-take atmosphere of group discussion frees students to express their own thoughts. The end result is that divergent production is enhanced.
2. The cloze procedure as utilized in this study is not necessarily recommended for vocabulary development.
3. The cloze procedure as utilized in this study is recommended for increasing reading comprehension.

THE EFFECT OF PICTURES IN THREE PAIRED-ASSOCIATE READING EXPERIMENTS Order No. 7902430

SMEDLER, Ann-Charlotte, Ph.D. The University of Wisconsin-Madison, 1978. 158pp. Supervisor: Professor Joel Levin

The study addressed itself to the question how pictures affect the ease with which children learn to read new sight words. It was carried out in Sweden, using Swedish-speaking subjects. A series of three paired-associate experiments was conducted. The subjects were either pre-readers or in their first year of formal reading instruction. The words to be learned were printed on individual cards, with or without an accompanying picture. The picture and no picture items were randomized within a mixed-list format. Experiments 1 and 2 used lists of high-frequency nouns, whereas Experiment 3 used function words.

Experiment 1 was designed to clarify findings from an earlier study. The subjects were first graders. Instructional method, i.e., a phonic versus a whole word approach, was a between-subject variable, whereas pictures was a within-subject variable. The results indicated that pictures had no effect on learning. Contrary to the earlier study using American subjects, the Swedish first graders learned better when a phonic method was employed.

Experiment 2, using pre-readers as subjects, investigated the effect of pictures when intralist similarity was varied. Two lists with ten words each were constructed, one containing words that were graphemically and auditorily distinctive from one another (low similarity), whereas the other list contained words that were high in similarity. A second between-subject variable was whether the picture was presented with the word for the full exposure time (6 seconds) or covered after 3 seconds. This was done to test whether the picture left uncovered would tend to capture the full attention of the child at the expense of the printed word. Five study-test trials were provided. Pictures were clearly detrimental in the low similarity case, but had no or possibly even a facilitating effect in the high similarity case. Covering the picture had no effect, refuting a simple distraction hypothesis.

Experiment 3 attempted to concretize function words by presenting them with a picture and/or sentence context prior to showing the printed word. Sentence was a between-subject variable with three levels (no sentence, picture-irrelevant sentence, and picture-relevant sentence), while picture was a within-subject factor, also with three levels (no picture, nonsense picture, and real picture). The subjects were pre-readers. Five study-test trials were provided, the study trials lasting for 6

seconds. The results indicated that function words were best learned without pictures; in particular, nonsense pictures were clearly detrimental. Presenting the word with a sentence context also interfered with learning. Thus, there appeared to be a risk of merely confusing the child by using additional cues.

The overall conclusion regarding the effect of pictures on sight word learning was that pictures interfere with learning a limited list of words that are auditorily and graphemically distinctive from one another. Pictures may be neutral or possibly even facilitating in more difficult learning tasks. If learning is to be facilitated, pictures as well as other instructional aids must be carefully designed and tested.

THE RELATIONSHIP BETWEEN ADVANTAGED AND DISADVANTAGED SIXTH GRADE STUDENTS' READING ABILITY AND THEIR COMPREHENSION OF SOCIAL STUDIES TEXTBOOK SELECTIONS Order No. 7917088

SRITHIRAWISARN, Pikun, Ph.D. The Florida State University, 1978. 104pp. Major Professor: Dr. Edwin H. Smith

Matching students' reading abilities with the readability levels of their textbooks is a continuing problem in education. This study was conducted to determine the minimum reading level needed by at least 75% or more of a group of both advantaged and disadvantaged sixth grade students to satisfactorily comprehend their social studies textbooks. Two criteria were applied: one was the answering correctly of 50% of the questions asked; the other was the answering correctly 75% of the questions asked.

In addition the data were analyzed to determine if there was a difference between those classified as advantaged students and those classified as disadvantaged students.

The subjects were 104 sixth grade advantaged students and 154 sixth grade disadvantaged students from three schools in Albany, Georgia. The reading ability of the subjects ranged from grade 4.0 to grade 8.9 as determined by the Slosson Oral Reading Test. Nine passages from three state adopted social studies textbooks and thirty-six examiner-made test questions were given to the subjects to read and answer. The subjects' test scores were grouped and compared according to each reading grade level. The categories ranged from grade 4.0–4.9 to 8.0–8.9. A t-test was used to analyze the test results.

Three readability formulas, the Flesch, the Dale-Chall, and the Smith Adaptation of the FORECAST formula were used to measure the textbooks' readability levels. All three formulas underestimated the true readability levels of the textbooks.

The data indicated there were differences in the reading performance between the advantaged and the disadvantaged students for those reading at the fifth, sixth, eighth, and fourth through eighth grade level. The minimum reading level needed by both advantaged and disadvantaged groups to comprehend their social studies textbooks, as measured by 75% correct criteria, was found to be above grade 8.9. The minimum reading level needed for the advantaged group to comprehend their social studies textbooks at 50% correct criteria was found to be grade 6.5. It was above grade 8.9 for the disadvantaged group.

AN EXPLORATORY STUDY OF THE BEGINNING READING PROCESS OF FIVE YEAR OLD CHILDREN THROUGH OBSERVATION, TESTING, AND PARENT INTERVIEWS Order No. 7915206

STINE, Sharon Roach, Ph.D. The Fielding Institute, 1979. 186pp.

It was the purpose of this study to explore and to describe the behaviors of individual young children engaged in the beginning process of learning to read, to explore and to describe parent facilitation of and attitude toward the beginning reading process of their child, and to explore and to describe differences between those young children who as a group were actively seeking meaning from print and those who were not choosing this activity.

Eighteen children, nine boys and nine girls, enrolled in a preschool laboratory of the Child Development Department at California Polytechnic State University in San Luis Obispo, were observed and tested for purposes of this research. These children were observed daily over six months time in an open and enriched preschool environment where they were free to initiate and to terminate their own activities. Three observation methods were used, anecdotal recording, time scan recording, and activity logs.

The Goodenough Harris Draw-A-Man Test and the Frostig Developmental Test of Visual Perception were administered to all children. Children were interviewed to ascertain their knowledge of the alphabet, recognition, of names of peers, and recognition of familiar signs in their environment. Correlation coefficients were calculated for all variables including the percent of time children engaged in beginning reading activities in the preschool setting.

All parents of the eighteen children were interviewed in their homes. These taped interview data were tabulated and statistically analyzed using a Chi-Square or Analysis of Variance method.

Results of the observation data indicate that during the five months of study children consistently remained in high, medium or low groupings when compared on the basis of their percent of time engaged in beginning reading activities. Within this consistency, there were dramatic individual fluctuations. Children wrote, questioned, talked about, and read whole words that had significance for them personally. They were able to recognize words without knowing the letters of the alphabet. In addition, levels of beginning reading activity were not described by the two standardized tests used in this research. Children seemed to move through a process of three stages of beginning reading activity in which writing was an important dimension.

Results of the analysis of the parent interview data indicate a relationship between the levels of school and home beginning reading activity. There was also a significant relationship between the levels of school beginning reading activity and parent descriptions of themselves as being actively involved in their child's beginning reading activities at home particularly in a daily routine of reading aloud to the child.

The descriptive data resulting from the observations, testing and parent interviews generate basic questions related to the importance of: 1) the teacher's understanding of the types of environments needed to support the child's beginning reading activities, 2) the parents' understanding of their role in the child's beginning reading process, and 3) a general rethinking of the concept of reading readiness.

EFFECTS OF INTEGRATING MODALITY LEARNING STYLES IN SENSORY-PSYCHOMOTOR INSTRUCTION TO IMPROVE READING Order No. 7923178

THOMAS, Dorothy Davis, Ed.D. University of Maine, 1979. 120pp. Adviser: Dr. Robert E. Lowell

This study investigated modality strengths validly related to school achievement and teaching strategies based on learner characteristics. Research was conducted to determine if treatment based on modality strengths facilited acquisition of reading and spelling skills. The study sought to answer the following questions:

Will a specific sequence of programmed lesson plans which match a learning profile of modality strengths result in greater word learning than a lesson plan which contradicts a learning profile? Will low achieving children have greater reading improvement with teaching strategies systematically arranged from areas of weakness to strength? Will lesson plans which start with the learner's strengths and progress to activities which overcome learning weaknesses result in greater spelling achievement than lesson plans which contradict the learning profile?

The population for this study included children ages 7 to 13 enrolled in the University of Maine at Orono Reading Clinic during the summer of 1978. Subjects were randomly assigned by age level to one of three groups, two experimental and one control. Reading disability was a characteristic of the population studied.

Instruments included the Sensory-Psychomotor Test to determine auditory and visual learning styles; the Analysis of Reading Performance to determine word recognition, silent reading, and oral reading; and the Diagnostic Spelling Test to determine analysis of spelling errors and grade level. The first two instruments were developed in the Reading Clinic at the University of Maine for research purposes.

A pretest-posttest control group design was used. Factorial analysis of covariance was used with pretest scores as the covariates. Values of F at the .05 level were required to determine significance. After identifying learner strengths, teaching patterns were developed which had a high priority for integrating pupils' modalities of learning with teaching strategies designed to overcome learning problems. Treatment for Experimental Group A consisted of modality matched patterned lessons. Treatment for Experimental Group B was reversed modality matched patterned lessons. The Control group was given regular remediation not using the patterned lessons of Treatments A and B.

There were no significant differences in the three groups. Null hypotheses, therefore, were not rejected. A specific sequence of programmed lessons which matched a learning profile of modality strengths did not result in greater word learning than a lesson plan which contradicted a learning profile. Reading improvement and spelling achievement were no greater with lesson plans progressing from areas of strength to weaker ones than with lesson plans which contradicted the learning profile.

Based on the study, teaching based on modality strengths was not significantly better than teaching based on modality weaknesses. While it appears more benefit should result from teaching designed to utilize strengths in learning to help overcome weaknesses, this was not substantiated. Clinical evidence, however, supports continued use of patterned teaching for word learning. The effectiveness of patterned teaching lies in its integrative components. It is compatible with teaching to either strengths or weaknesses. This method of teaching word learning provides the student with the opportunity to reinforce, organize, and integrate information processing pathways through the development of structured sequences involving visual and auditory stimuli with oral and written responses.

A SPATIAL STRATEGIES APPROACH IN READING INSTRUCTION INVESTIGATING HAND SUPERIORITY IN THE USE OF TACTILE KINESTHETICS Order No. 7920705

TRAYNELIS, Elaine A. Fairbairn, Ed.D. West Virginia University, 1979. 169pp.

The major objective of this study was to investigate a procedure that was designed to facilitate reading instruction for students of average or above intelligence who were deficient in reading and normal in mathematical ability, and to ascertain if using the contralateral hand would be superior to the tactile modality as it was in braille. The procedure was designed to try as much as possible to activate spatial processing, which is a right hemisphere function in normal right-handers, rather than left hemisphere processing.

This procedure consisted of presenting words in cursive which were in the understanding repertoire but not in the sight vocabulary of the subjects. Cursive is purported as being processed in the right hemisphere and the words would eventually be processed in the normal way after instruction because their meaning was known. The subjects traced the words in cursive on a wooden set of letters and then on fine raised plastic script. It is reported that the sense of touch is processed in the right hemisphere and that its sensitivity can be developed. The tracing took place with the eyes closed, visualizing the letters as they traced until they could write the word from memory. Visualization is also a right hemisphere function. After every tenth instructional period, the alternate hand was used for tracing.

The selection criteria for subjects to participate in this study was: scoring a full-scale IQ on the WISC in the normal or above range; a Block Design subtest score in the normal range; and a school achievement test record that indicated grade level or above performance in mathematics but reading achievement at least one year below intended grade level.

Five students in elementary school met the stated criteria and were assessed for laterality. Three were right-handers, one was a left-hander and one appeared somewhat bilateralized. The words for instruction came from the SORT, the Francis-Kucera word list, graded word lists from the Silvaroli Informal Classroom Inventory and the students' spelling series. They were instructed in half-hour sessions for a minimum of 40 periods and a maximum of 60 periods.

Word recognition gains were attested to in all students by the test-retest situation using the SORT, ranging from +.9 to +3.0. Three subjects who were tested by their schools in reading achievement on the Metropolitan Achievement Test made gains of +.6, +.8 and +2.3. The number of words learned at the end of the study for each student was 52, 137, 130, 126, and 98.

Using the contralateral and ipsalteral hand alternately for tracing did not seem to either enhance learning or adversely affect learning. The results appear inconclusive, since the slight numerical advantage for the non-preferred hand, which was used last in the series of instructional periods, was confounded by the fact that the students tended to learn more words in each session.

DIFFERENTIAL LANGUAGE USE BY TEACHERS WITH HIGH AND LOW READING GROUPS

Order No. 7922622

WALLER, Victoria Miller, Ed.D. University of Cincinnati, 1979. 76pp.

Recent research has shown that teachers interact differently with some students than they do with others. Reading failures and poor self concept have been attributed to the way teachers interact verbally with students in the social context of the reading group. Most such studies have been observational and conducted with one or a few teachers. The extent of this practice and the dimensions of its identification are not known.

The purposes of this research study were to discover whether a substantial proportion of teachers do, in fact, interact differently with their high and low reading groups and, if so, whether there are common dimensions in its identification.

The subjects of this study were 20 second and third grade teachers in the Cincinnati, Ohio, area who were audiotaped as they worked with their high and low reading groups. The researcher selected elements and prepared 3 minute segments from these teachers' interaction with their high and low reading groups. The material for each segment was chosen on the basis of guidelines for a directed reading activity, including building background for the story to be read, setting purposes for reading, silent reading, oral reading with interruption strategies, follow up discussion, development of related skills, and extending and applying ideas from a selection. The students' voices were erased from the tape so that only the teacher's voice was heard by the judges.

The 20 pairs of tapes of teachers' interaction with high and low reading groups were played over 3 consecutive days to 22 teacher judges and, later, to 20 second and third grade student judges. For each pair of tapes judges were asked to identify when the teacher was talking to the high group of readers. In addition teacher judges wrote reasons for their choices on the response sheet. Randomly selected student judges gave their reasons orally.

The results of the study were that 18 out of the 20 teachers were correctly identified by the teacher judges as teaching the high group of readers. Each of the 18 teachers was identified on the basis of a two-tailed binomial test. The student judges correctly identified the same proportion of teachers as teaching the high group of readers during the first 2 days of judging (13 tape pairs), but on the third day their choices fell to chance level, possibly due to fatigue on this task.

The reasons given most frequently by the teacher judges for identifying the high group of readers were: less phonics, more interpretive comprehension, more complicated words were used by the teacher while talking to the students and more difficult words were introduced for the students to learn, more difficult skills were discussed and used; additional reasons were that the teacher's tone of voice was different, the story was read silently before it was read orally, the pace of the lesson was faster, and different subject areas were brought into the discussion of the story. Reasons given by student judges were virtual paraphrases of five reasons given by the teacher judges. The student judges' reasons did not mention interpretive comprehension, reading silently, or pace of the lesson.

The results of this study show that an important proportion of teachers differentiated their language when interacting with high and low reading groups along certain dimensions apparent to other teachers and students.

Further research might investigate: different aspects of teacher communication; procedures of teachers who do not differentiate language between their two groups of readers; whether dimensions of teacher behaviors found in this study remain the same over an extended period of time; and whether students have a preference for one group over the other.

AN INVESTIGATION OF THE EFFECT OF VOLUNTEER TUTORS ON READING ACHIEVEMENT OF FIRST GRADE STUDENTS

Order No. 7919024

WARWICK, William, Ed.D. Northern Arizona University, 1979. 125pp. Adviser: Dr. Robert F. Boothe

The purpose of this study was to investigate the effectiveness of parent volunteers in the Santee School District on the educational process and the impact they are making on their students in the areas of reading achievement and attitudinal changes. Variables related to these two concepts were also investigated. The practical application of this study was the tentative resolution of the question of whether the tutorial program helps the tutoree in reading achievement and in learning attitude.

It was hypothesized that no difference existed between the posttest means for scale scores of learners in the experimental and control groups for letter sounds, word recognition, and reading comprehension, all of which were measured by subtests of the Comprehensive Tests of Basic Skills. It also was hypothesized that no difference existed between the mean gains of both groups for total reading as measured by the CTBS test and learning attitude as measured by the Social Growth and Attitude Scale--San Diego City Schools 1973. A pretest/posttest experimental and control group design was used to gather data on 200 children from grade one in five elementary schools in Santee, California, involved in Early Childhood Education Programs.

Treatment consisted of 15–90 minutes per week of volunteer-student contact using language arts/reading prescriptions. Volunteer tutoring occurred over a period of nine months. The schools and teachers used their own volunteer program organization and training rather than one prescribed or identified model program.

Statistical analysis and comparisons were made of the means and standard deviations of the posttest results and the students' t-test was applied to them. The above statistical treatment was performed on 87 complete data sets of the experimental students and on 87 complete data sets of the control students. The .05 level of confidence was used for hypothesis-testing purposes. Sex difference and amount of tutoring time received were other factors considered for statistical analysis and treatment.

Volunteer tutoring, as used in this study, did not affect the achievement scores of students in those areas of reading which were measured by the Comprehensive Tests of Basic Skills. No significant differences between experimental and control groups were noted for total reading, letter sounds, word recognition, reading comprehension, or learning attitude.

Further analysis of the study revealed certain side effects which included the revitalization of Parent-Teacher Organizations, establishment of parenting classes, reactivation of Citizen Advisory Committees, and the purchase of reading materials to aid in teaching basic skills. Additional research is needed to determine the relationship of other factors to gains brought about by volunteer tutoring: time, size of tutorial group, intensity of instruction, and format of presentation.

A STUDY OF THE RELATIONSHIP OF SELECTED LEARNER CHARACTERISTICS TO READING STRATEGIES

Order No. 7923166

WELLS, Rebekah Porter, Ed.D. Clark University, 1979. 220pp. Chief Instructor: Dr. Helen J. Kenney

The purpose of this study was to investigate the effect of certain learner characteristics upon the choice of reading strategies. Learner characteristics were defined as; Cognitive Control (flexible or constricted), Cognitive Style (reflective, impulsive, fast-accurate, slow-inaccurate), Language Maturity (the ability to form superordinate groupings), and Abstract Ability (the ability to abstract block patterns). Reading strategies were defined, through Reading Miscue Analysis, as; Word Recognition (Graphic and Grammatical function), Pattern Recognition (Comprehension and Grammatical) and Retelling Strategies (Character Development, Events, Plot and Theme).

Method

Sixty-five third grade students at three levels of word recognition ability, were asked to read a complete story (in which they made at least 25 miscues) and to retell it. Data was also collected from five subtests of the Metropolitan Achievement Test. Children were administered the Stroop Color-Word test (Cognitive Control), the MFF Test (Cognitive Style), the Equivalence Range Task (Language Maturity), the Kohs Blocks (Abstract Ability) and the Peabody Picture Vocabulary Test (Verbal Intelligence). Two basic assumptions were examined to ascertain the homogeneity of strategies and characteristics between the three levels of word recognition. Once this had been affirmed, the data was tested, using an analysis of covariance examining the relationship of learner characteristics to the choice of reading strategies.

Results

Several differences in strategies were noted: Girls used different word recognition strategies than boys (they used less graphic information). Cognitive Control differentiated the production of Comprehension Patterns. Flexible children had a larger number of Comprehension No Loss patterns and fewer Comprehension Loss Patterns than did constricted children. Remembering events was aided by being able to produce more superordinates on the Language Maturity task. The fewest events in a story were remembered by children with constricted Cognitive Controls were fast accurates on the MFF test. Children with flexible Cognitive Controls were better able to develop more sophisticated Plot statements. Formation of superordinate groups was a most significant variable in defining the ability to find a theme from the story.

Implications

Children who are more flexible as well as children who have more sophisticated language structures utilize more successful reading strategies. More emphasis should be placed on independent reading and reorganization and restructuring tasks to encourage flexibility and language maturity.

THE ROLE OF THE ELEMENTARY READING SPECIALIST

WILLIAMSON, Alice Gayle Jones, Ed.D. University of Southern California, 1979. Chairperson: Professor Marvin A. Nottingham

Purpose. The purpose of the study was to investigate the role of the elementary reading specialist from the point of view of the classroom teacher, the principal, the district administrator responsible for the systemwide reading program, and the elementary reading specialist in order to consolidate these role expectations into a clear job description for the elementary reading specialist.

Procedures. The procedures used in this study included: (1) selection of the research problem, (2) review and reporting of related literature, (3) selection of a sample population, (4) construction, testing, refinement and administration of the questionnaire, (5) tabulation, analysis and reporting of the data, (6) formulation of conclusions and recommendations based on the data, and (7) development of a job description for the elementary reading specialist based on the findings.

Selected Findings. (1) Five areas of complete agreement were found regarding the activities for which the elementary reading specialist should be given responsibility. These five activities were: (a) provide reading enrichment materials and experiences, (b) coordinate selection of students for programs, (c) consult with and assist teachers in solving instructional problems, (d) maintain communication with teachers, and (e) select/design support materials for the reading program. (2) Three areas of complete agreement were found regarding activities for which the reading specialist should not be given responsibility. These activities were: (a) regular non-teaching "duties," (b) assisting the principal in the diagnosis and remediation of skill deficiencies of teachers, and (c) regular responsibility for parent education classes.

Selected Conclusions. Data based conclusions included: (1) Classroom teachers overwhelmingly support the teaching role of the reading specialist. This role is also very acceptable to reading specialists and district administrators and only slightly less acceptable to principals. (2) Principals want reading specialists to provide instructional leadership through such activities as demonstration teaching, teacher inservice, and teacher consultation. (3) Reading specialists need to be made more aware of both the requirements of the principals and the support offered by the principals in the accomplishment of these activities. (4) All groups surveyed value the role of resource person for the reading specialist.

Selected Recommendations. (1) Principals should discuss their priorities for the school reading program with the reading specialist, stating what kinds of support will be forthcoming from the principal. (2) Principals should discuss the reading program with the staff, explaining where the reading specialist will assist in attaining program objectives. (3) The reading specialist's schedule should be made known to all staff members, with periods of time available to teachers for individual services clearly stated. (4) Districts should consider modifying the job description for elementary reading specialists to include the following: (a) The reading specialist shall (i) provide reading enrichment materials and experiences, (ii) coordinate selection of students for programs, (iii) consult with teachers, (iv) select/design support materials for the reading program. (b) Specialists may provide the following services as time permits: (i) direct instruction of students, (ii) maintain reading records of students, (iii) coordinate diagnostic program, (iv) provide reading inservice for teachers, and (v) conduct in-depth diagnostic assessment of students severely disabled in reading.

A COMPARATIVE CONTENT ANALYSIS OF THREE BASAL READING SERIES AND TWO STANDARDIZED ACHIEVEMENT TESTS Order No. 7920070

WORTHY, Dianne Hudson, Ph.D. University of South Carolina, 1979. 142pp.

The purpose of the study was to analyze the content of three basal reading series and two standardized achievement tests to determine whether there were significant differences in the skills emphasized among the three basal reading series, between the two tests, and between each basal reading series and each test. Three basal reading series developed for the third grade level were selected for analysis. The workbooks and skills practice sheets for each of the series were analyzed. The two tests that were analyzed were appropriate for the end of the third grade. Only those subtests of the two achievement tests that measured achievement in reading and related language arts were analyzed. Each item in the instructional materials and the tests was classified into one of nine categories using a list of critical attributes and objectives developed by the researcher. The nine categories were phonology/encoding in isolation, phonology/encoding in context, vocabulary in isolation, vocabulary in context, literal level of comprehension, inferential and above inferential level of comprehension, study skills, related language arts skills, and listening skills. A frequency distribution was used to indicate the frequency of occurrence of the skills in the various categories. A chi-square statistical test was used for each of the eight comparisons. Results indicated that there were significant differences in the emphasis given to the categories of skills used in the study among the three basal reading series. Significant differences were also found between the reading skills measured by the two achievement tests and between the skills emphasis of each basal reading series and each achievement test.

A second and somewhat exploratory phase of the study was to determine the extent to which the deviation of the reading series from the test was related to student achievement in reading. The sample was selected from three public school districts. All third graders that attended schools in each district that used one of the three basal reading series analyzed in the study and administered Level I of the Comprehensive Tests of Basic Skills in third grade were included in the population. Three hundred students were included in the sample, 100 from each school district. Differences between the skills emphasized in the basal reading series and the skills measured by the Comprehensive Tests of Basic Skills were reflected by the mean and median subtest scores of the students.

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